

April 1951

# NATIONAL PARENT-TEACHER

THE P. T. A. MAGAZINE



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OFFICIAL MAGAZINE OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS



# Objects

OF THE

## NATIONAL CONGRESS OF PARENTS AND TEACHERS

- ★ To promote the welfare of children and youth in home, school, church, and community.
- ★ To raise the standards of home life.
- ★ To secure adequate laws for the care and protection of children and youth.
- ★ To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.
- ★ To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

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# NATIONAL PARENT-TEACHER

## THE P.T.A. MAGAZINE

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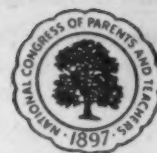




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*The largest number of subscriptions to the National Parent-Teacher sent in this year by a single P.T.A.! That enviable record has just been achieved by an association hundreds of miles beyond the borders of continental United States—the Aliiolani School P.T.A. of Honolulu, Hawaii, which proudly boasts 404 subscribers. Here we see three of the persons directly responsible for this accomplishment: Ted Awana, P.T.A. president; Dorothy Glick, school principal; and Margaret Haley, magazine chairman.*





# The Keystone of Character

"THE PUBLIC schools must increase their efforts to equip each child and youth in their care with a sense of values which will lend dignity and direction to whatever else he may learn." These words are taken from the 1951 report of the Educational Policies Commission of the National Education Association, entitled *Moral and Spiritual Values in Our Public Schools*.

We in the National Congress will enjoy this volume; it reflects a point of view we have long defended. We believe that religion is an indispensable factor in the life of a citizen child; his own religion—not a creed imposed by the state but a faith inspired by the experiences of free men, with freedom to worship God each in his own way.

Our system of free public schools in the United States is founded on the belief that all men are equal in the sight of God and that all children must have equal opportunity to discover and develop the talents and abilities they possess, including their gifts for spiritual and moral achievement. To quote again from the report: "We believe that public schools can and do effectively promote moral and spiritual values. By so doing they create a climate friendly to religion. . . . No social invention, however ingenious, no improvements in government, however prudent, no enactment of statutes and ordinances, however lofty their aims, can produce a good and secure society if personal integrity, honesty and

self-discipline are lacking. . . . An unremitting concern for moral and spiritual values continues to be a top priority for education."

We in the National Congress of Parents and Teachers are well aware that the school, no matter how efficiently planned and administered, cannot meet this obligation alone. The home, the church, and all agencies in the community must share in creating in the minds and hearts of children such values as will promote moral and spiritual growth as well as a "climate favorable to religion."

We parents and teachers must accept responsibility for a corresponding enrichment of home life and community attitudes. The Commission states: "The parent-teacher association is unique in influence and scope. *No organization has greater potential influence in the improvement of the moral tone of community life.*"

The Congress long ago recognized this challenge. Its recognition by such an important body as the Educational Policies Commission is heartening. Unhesitatingly we pledge our best effort to the moral and spiritual education of the child, whose citizenship in home, school, and community will determine the destiny of our beloved country.

President, National Congress of Parents and Teachers

This is the eighth article in the preschool series of the "Growing Toward Maturity" study courses. The study program for the article is on page 34.

*Clearer and clearer grows the evidence.  
In every form of struggle against the  
foes of decency, stability,  
and peace in our land, the strongest weapons are  
in the hands of those who  
control the emotional atmosphere of the home.  
Yes, we mean the parents.  
And we mean atmosphere too—  
not food and clothing and gadgets or even books  
and other tools of learning.  
This article tells why and how morale  
in the home can be  
maintained despite our troubled times.*



© Eva Luoma

O. Spurgeon English, M.D.

DAY BY DAY it becomes more difficult for many of us to surround our children with the security that emanates from a calm, untroubled home life. The strains and tensions of our modern world are hard enough on us. Think what they are like when reflected in our children! For children are like mirrors. A troubled child mirrors a troubled parent. A placid, serene child mirrors a happy, self-confident one. How, then, can we troubled parents rear untroubled children? How can we avoid the vexations, irritations, and tensions that are so apt to affect our youngsters?

### **The Force of Truth**

First, we must admit a rather painful fact. Somewhere along the line many of us have failed to do everything necessary to make contented, cooperative human beings of our offspring. And having acknowledged this fact, we must mend our ways and work hard, extremely hard, to undo the damage we have done.

To relieve ourselves of guilt, too many of us have fostered the belief that heredity has something to do

with disposition. It doesn't. If a child is stubborn, we cannot conclude he is so by nature. If he has a bad temper, he did not inherit it from his grandfather. He inherited it from his home environment. The child with a temper is an unhappy, neglected child who has not been given enough of the right kind of love, consideration, and discipline. He frequently loses his temper to get attention or something else he wants, or else he loses his temper because he has seen his parents do the same thing. If we have no way of solving our problems besides losing our tempers and screaming for what we want, we can be assured our children will do the same.

So it behooves us all to take a look at ourselves, see what our troubles really are, and have a try at doing something about them.

The most common of our troubles arise from our immature responses to the ordinary vexations of everyday living. These are the minor irritations that besiege us all. The coffee is too hot or too cold. We've got up on the wrong side of the bed. Mother-in-law is irritating. The milkman comes late, or the dishes

## *Troubled Parents*

get dirty too often. These and a thousand trivialities like them annoy all of us, but we do not have to transmit our irritation to our unsuspecting youngsters.

If we are in a bad humor or feel annoyed, it is important to admit honestly that we are. Then we must find out why and "come out of it" by forgiving whoever or whatever has frustrated us. We can be honest with our child, too, and say to him, "Johnny, Mommy's in a bad humor. I know I shouldn't be. So if I didn't seem nice to you just now, please forgive me. It's not your fault, and I love you just the same."

Children can understand this sort of talk. They can accept it and not feel hurt. They can accept anything if they know they are loved and can feel secure in that love. They will let us have our bad moods and not be hurt by them because they can understand them. But these moods shouldn't occur too frequently, for children tend to take their parents' unexplained worries, bad humors, or depressions very personally. Often they assume that they have somehow caused the distress. So if we take the responsibility for our unpleasant moods and explain their causes, our youngsters will not think they are to blame for our vagaries.

A very simple experiment can be performed to

show how the troubled mind of a parent can be transmitted to a child. Press a foot on the sustaining pedal of a piano, sing for a few seconds, then stop abruptly. A string of the piano will vibrate quite audibly. It vibrates because of the air waves your voice has set in motion. Therefore a tone of voice, whether it be a whisper, a shout, or a yell, will cause some reaction on the piano string.

What we should remember about our children is that they are as susceptible to these vibrations as are the strings of the piano. Whatever we vibrate emotionally will be picked up by sympathetic vibrations in their sensitive minds. So it does behoove us indeed to see not only that we do not let everyday irritations and vexations be passed on to our children but that our more serious worries and anxieties are dealt with so that the youngsters are not set into sympathetic vibration with them.

### Stormy Weather, Steady Controls

Let us take a few examples of the troubles or worries that may influence children adversely. One mother was brought up to feel that living in a certain part of town, sending the children to private school, and having a maid was the only proper and right way to live. She married a man whose income did not permit this. Being unable to realize that life can be good without these outward trappings, she has become unhappy and critical of her husband. She resents his apparent lack of worth and transmits this same feeling to her child. Such conflict between what she wants and what she has makes it practically certain that her child will also be emotionally troubled.

There is another mother who is too keenly aware of all the perils facing her young son. Every sniffle is a forerunner of pneumonia. All traffic is a menace to him. No nursemaid or teacher could possibly have enough affection and understanding to take proper care of him. She is an unhappy, fearful, insecure woman. She finds fault with the neighborhood, finds fault with the school system. The neighbors' children are "bad" and their parents worse. She has little or nothing constructive to say about the community in which she lives, and she has little or nothing to offer that will give her boy a positive, optimistic outlook on life.

Fathers are of course not immune to troubles either. Mr. B., for instance, complains either that Mother isn't strict enough or that she is too strict. School expenses are too high; so are grocery bills. He thinks that the children aren't respectful enough. They want too large an allowance, or they stay out too late at night. Where is their sense of responsibility? What about all this sex? Don't children know entirely too much these days? Such worries show Father's lack of insight and understanding, his insecurities and uncertainties. And as surely as the sun will rise, his children will also be insecure.

## nt Troubled Child



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In short, we see that a mother who is troubled in her relation to her husband, to her mother, even to the maid, the butcher, or the laundryman, will reflect these troubles onto her children. The father who brings to his marriage certain anxieties left over from his own boyhood or who is troubled about his relation to his employer or his colleagues or who is for any reason dissatisfied with his life will constantly be imparting some of those troubled feelings to his children.

### Being Wise in Adult Ways

How, then, can we change our attitudes so that they will be a positive force for good? We must ask ourselves what it is that prevents us from being satisfied with our lives and our work. What is it that makes our worries and anxieties so excessive, so burdening that they lurk in the background of our children's daily life? If we have such problems, we should try to find some solution to them.

If we have trouble with our "in-laws" there is a way to resolve that problem. (Usually it means taking them as we find them and blandly refusing to let them impose upon us.) If we are unhappy in our work we should find the reasons by honest questioning of ourselves. If false fears beset us we can look to our childhood training and our values. And if we cannot think out satisfactory answers to our own problems, we can seek outside help from a counselor, a family physician, clergyman, or psychiatrist.

If there is someone employed in the home who is such a troubled person herself that she nags and quarrels with the children, we can try to teach her to be more understanding of children's needs and thereby become a more constructive member of the family. She too can learn how children imitate the behavior and attitudes of adults. If she cannot change her attitude, however, it might be worth changing employees.

If school life has begun and the children are not doing good work, it is useless to scold. Better to go to the school and find out why. Ask for a conference with the teacher. We can learn much about the needs of children from her. If a child seems shy or lonely encourage as many group activities as possible. Don't comment on the shyness; just ignore it. Give the youngster more social experience and more rewards for participating in them.

If our children seem rebellious or heedless this probably means we aren't being resourceful enough in getting our ideas across to them. Hold a family conference and bring troubles out into the open. Why not ask, "How can we, as a family group, be happier, get more cooperation, and make life easier for all of us? Let us hear your complaints and your suggestions." It's amazing how quickly children will respond when they see that adults are willing to accept blame for some family difficulties and share in

the changes to be made. Sensing our belief in democratic action and our respect for them as individuals, they will feel free to express their views. We must listen to them respectfully, if we expect to be listened to ourselves. Democracy can only work as a national idea if it first works in the home.

Finally, if we build up the morale of our homes, we shall not only change our own negative attitudes and relieve our own troubled minds, but we shall give our children some part of that security we are all seeking. Morale in the home can be compared to the morale of an army. In both it has the same meaning, and in both it gives added strength to fight for the desired goal. Morale is *a group spirit of courage, devotion, and endurance, applied in the service of a goal or cause.*

What, then, are the goals for a healthy, happy family life? Let us list them in this way:

1. Cultivating love.
2. Teaching the value of order and self-discipline.
3. Learning to understand oneself and others. (This includes, of course, sex information.)
4. Teaching the value of cooperation and mutual helpfulness.
5. Learning the need to serve outside the home (both in a job and in community activities).
6. Fostering academic and religious education.
7. Teaching respect for the sentiments and beliefs of others.
8. Building strength for future responsibilities.
9. Learning to take part in the cultural activities that enhance the joy of living.

These nine points give us something to aim for, something constructive to work toward. We can use them as a guide to help us make the family environment a healthy, happy one.

We all want quiet security, but we cannot have it without working for it. What is more, none of us can expect to be continuously serene. We must all be troubled from time to time. But we can minimize our troubles by trying to analyze them and understand them. We can even manage the ups and downs of everyday living without disturbing the happiness and security of our children.

Let us realize that it means working together intelligently and patiently to live a happy life, free of quarreling, nagging criticism, resentment, and mutual disapproval. And when we have worked for and achieved some of our goals, we shall have come a long way toward ridding ourselves and our children of major emotional troubles.

*O. Spurgeon English, M.D., is a practicing psychiatrist and head of the department of psychiatry at Temple University, Philadelphia. With his collaborator, G. H. J. Pearson, he is the author of that widely read book, The Emotional Problems of Living.*

This is the eighth article in the adolescent series of the "Growing Toward Maturity" study courses. The study group program for this article is on page 35.



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## Keeping Mentally Fit

Lawrence K. Frank

WHAT DO WE MEAN by mental health? How is it achieved? These are questions we are trying to answer today as we seek to make mental health a positive goal instead of concentrating on the diagnosis and treatment of mental illness, of neurosis, of the problem child and youth. At the recent Mid-century White House Conference the major emphasis was on the healthy personality and what we can do to foster it in our children and young people. An address on this issue by Dr. Benjamin Spock appeared as two articles in the *National Parent-Teacher* for February and March under the title "What We Know About the Development of Healthy Personalities."

Most parents realize that bringing up children who are mentally as well as physically fit begins in infancy and early childhood. A great deal is known about these important years. It is when we come

to adolescence that we are perplexed, often baffled, as we try to discover what we can do to help our teen-age sons and daughters.

This uncertainty arises partly because less is known about adolescence than about earlier periods of growth but chiefly because our boys and girls do not want to be helped. They feel that they want to grow up by themselves, without being dependent on, or subject to, parents' interference. One reason for this is that their whole attention is focused on their own friends. They want to be free of family restrictions, even of school rules, so as to be able to conform to the often quite rigid demands of their group. Another reason is that many of them are disillusioned about their parents and rebel against even the most timidly offered assistance. Both these attitudes are normally characteristic of the adolescent. It is the parents' job to understand

*The task of fostering healthy personalities in our children, so vitally essential in early childhood, is also crucial in adolescence.*

*Yet our goal is far greater than the prevention of mental disorders.*

*It is nothing less than the rearing of young people who can and will bear the responsibilities of freedom in the world of today, who can and will continue striving for the human values we uphold and cherish.*

them, to try to sense what their sons and daughters are going through in these growing-up years.

Although there is much that we do not know about the adolescent, we can identify with reasonable confidence the crucial problems which the teen-age youth must face, which cannot be evaded or ignored. How he meets these problems will determine in large part his mental health and his ability to go on into mature adulthood.

### Teen-age Transformation

First we parents must remember that living is a continuous process. Even a ten-year-old has had a decade of experiences that have largely shaped his personality, his ways of thinking, acting, and feeling. So each youngster comes to adolescence with all this life experience, with problems and expectations arising from it, with certain established relationships to those around him,

and above all with an image of the self—of the person that he is.

At around ten years of age, or sometimes a little later, children begin to grow more rapidly, to develop and mature into young males and females. They change in size, shape, and functional capacities and in feelings about themselves and other people. The first task of the adolescent is to accept his changing body, to learn to live as a young man or woman, no longer as a child. This may bring uneasiness, even worry, because every boy and girl undergoes these body changes at a different time—a few quite early and a few quite late. Moreover, they grow in different ways and proportions, so that a youngster may feel troubled about whether he is normal or not. And just having to learn a whole new set of muscular coordinations, to fit the size and shape of his new body, can be very disconcerting.

Then too there is the beginning of sexual maturation, marked by the onset of menstruation in girls and by less obvious changes in boys, often by the first nocturnal emissions. The adolescent is compelled to realize that he is no longer a sort of neuter-gender child but a female or a male, who is regarded and treated as such by others of the same age.

Thus our teen-age boys and girls need reassuring; they need a helpful understanding of their own biological development—of what is taking place in their bodies and what it all means. They also need information and guidance to clarify the masculine and feminine roles they are learning to accept. But this does not mean the usual sex education. Rather it means giving them an understanding of themselves as maturing persons and of the new and often disturbing impulses, feelings, and anxieties that stir within them. Frequently the best counselor is someone outside the family, particularly if the parents are inhibited or embarrassed. Good books and pamphlets are helpful, too, especially if the young person is free to

ask questions and discuss what he reads.

### **Interplay: Freedom and Dependence**

Another major problem facing boys and girls at adolescence is the necessity of becoming a self-directing, responsible person who is capable of living an adult life and who needs no longer depend on parents' guidance or submit to family authority. This is perhaps more difficult than it sounds, for despite their desire for independence adolescents still need their families, still want to feel that they belong and are accepted. The sense of confidence in themselves that is born of this same family reassurance and trust becomes their chief resource in the business of growing up. Though their self-confidence may be sorely tried, it will never be destroyed if their own ideals and standards are strengthened by their parents' un-failing love.

Not that the parents have an easy time of it! More often than not they have to stand by and watch their headstrong youngsters keep late hours, use rouge and lipstick to ridiculous excess, or dress in the poorest of taste. They have to watch them submerge their personalities in the "gang," to which they give their strongest loyalties, their unquestioning devotion. For adolescents must win the approval of their own sex and also be attractive to the opposite sex—and all this along with continuous, desperate attempts to show how grown up and independent they really are! Because they are distrustful of adults, they look up to young people just a little older than they, not only for guidance and support but also for a code of conduct.

This is all very natural, though hard on parents, who may just as naturally resent having their authority swept aside by their fast-growing youngsters. Far better than to deplore these actions, however, is to recognize the need behind them. If young people want so anxiously to be considered grown

up, let their parents treat them with all the courtesy and respect accorded other adults, giving them every opportunity for more mature conduct and more responsible activity. Any growing boy or girl is exasperated, sometimes beyond endurance, by being treated as a child in his own family. "Surely you're old enough to know better!" says Father in rebuke. Ten minutes later Mother says, "My dear child, you're simply not old enough to go off for a week end." If the adolescent is expected to take on more adult responsibilities, he must be allowed to put his childhood behind him.

It never has been easy to grow up, and today it is even more difficult. Yet during the transitional years of adolescence young people are learning to become the kind of adults who will, in one way or another, carry the world's weight (and fate) on their shoulders. Hence it is of major importance that parents help them through the transition in the best possible way—indeed the only way: by believing in them, by giving them the feeling that they are trusted and loved.

### **Our Gift of Confidence**

Another thing we can do, we parents, is to enable our young people to make good use of their eagerness to grow and learn, instead of wasting their energies in a futile rebellion against our authority. We need to help them free their capacities for growth and self-development. We are so likely to worry about these boys and girls of ours, so fearful of the dangers and hazards they face, that we forget they must meet the tasks of life in their own way. Since we cannot do this for them, our job is to release them generously and lovingly, bestowing on them the priceless gift of our confidence.

Once released, they can go ahead to find their place in society, discover where and how they will live as young men and women, and prove their adequacy in school, at college, and later at work. Again, especially at school or in their first



job, they may undergo prolonged periods of uncertainty or even acute worry about their own competence. Formerly young folks went to work earlier, married young, and entered upon adult life with few delays. Today they must wait and hope, worry and wonder, act like obedient children and attentive students until they reach a certain calendar age that may have little or no relation to their actual maturity. Yet if

responsibilities of husbands, fathers, and citizens.

### The Mirror of Personality

Mental health in adolescence is neither fostered nor preserved by protecting youngsters from the quandaries of grown-up life. Rather it depends on each young person's ability to face these problems with reasonable courage and adequacy. When we speak of a healthy person-

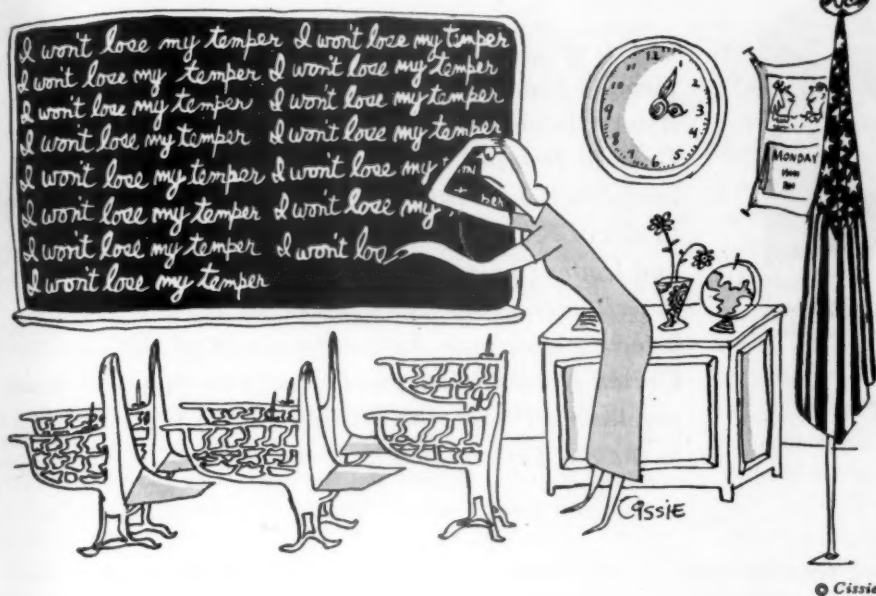
he faces life is governed by this very image of the self.

This fact alone points to a change in our long accepted ideas of the parents' role. Formerly we parents believed it our duty to make a child feel guilty and inadequate about his shortcomings, to distrust himself and his feelings. Now we are beginning to realize that, as the White House Conference put it, the healthy personality arises in early childhood from a sense of trust in the world.

This sense of trust, built upon a steady confidence in people, is revealed in the young person who is self-reliant, who takes initiative, who is able to meet new situations, who is able to set goals and to attain them. Such a person goes through life with a clear image of the self, a sense of intimacy with his fellows, generosity of spirit, and above all the ability to accept and live with himself.

Developing and maintaining the personalities we need today is no mean achievement. It demands an active, courageous approach to some very difficult world problems. It demands a heart and mind that will stand firm in the face of conflicts, cruelties, and mass destructiveness. Only the young person who is mentally fit will steadfastly assert his belief in the goodness of life and in the human spirit. Only such a person will be willing to keep on working, despite all disappointments, for the values that alone are worth so heroic a struggle.

*Lawrence K. Frank, nationally known educator and mental hygienist, was formerly the director of the famed Caroline Zachry Institute for Human Development. Among his books are the recent How to Help Your Child in School, on which he and his wife Mary collaborated, and Nature and Human Nature.*



in the meantime we can see that they have plenty of chances for constructive community activities, so much the better. They need to be responsible for tasks that they know are significant.

As our young men, many of them still adolescents, are called into military service they will need all the courage and self-confidence they can muster. Not only must they meet the heavy demands made upon them by their training and their military tasks. They must also continue their own growth toward maturity, so that they may return to civilian life able to shoulder the

ality we do not mean someone who is perfect, who has no difficulties. We mean someone who is capable of putting forth effort and of continuing to strive for whatever is worth while.

At the core of the healthy personality seems to be the image of the self that each individual forms through his relationships with other people, especially parents, brothers and sisters, and teachers. From what they tell him he is—good or bad, superior or worthless, lovable or unlovable, competent or incompetent—he develops his idea of the kind of person he must be. The way

No organization has greater potential influence in the improvement of the moral tone of community life [than the parent-teacher association]. . . . Every teacher and school administrator would be well advised to give the parent-teacher association the serious attention that its actual and potential contributions to moral and spiritual development richly deserve.—EDUCATIONAL POLICIES COMMISSION, *Moral and Spiritual Values in the Public Schools*.



Brigadier General Carlos P. Romulo

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## America's Destiny

Carlos P. Romulo

*In this article, prepared from his outstanding speech given at the recent convention of the American Association of School Administrators, General Romulo speaks with intelligence and confidence on a subject few men are so well qualified to discuss. A teacher, writer, soldier, and leader in world affairs as well as the young Philippine Republic's foremost statesman, he was president of the United Nations General Assembly in 1949 and is now permanent Philippine delegate to the U.N. and to the Far Eastern Commission.*

IT IS A SINGULAR HONOR for me to have been invited to this national convention of the American Association of School Administrators. To address you, who have charge of shaping the destinies of America's youth, is a rare privilege indeed. I have long wished for a chance like this, and I want most sincerely to thank you for it.

I am not an educator. What experience I have had in teaching has availed me little. I once taught English and American literature in the university of my country. That was a very brief interlude in my career, and I cannot, as a result thereof, lay claim to having in any manner shaped the destinies of the youth of my land.

Many years after that I had the unique distinction of occupying the center seat on the rostrum of a big assembly hall—the General Assembly of the United Nations at Flushing Meadow. What a far cry from my class in American literature, with my lectures on O. Henry, Poe, Fitzgerald, Lewis, and Mark Twain! But I must confess that at times as I sat there I could not help wishing I had students before me instead of the hard-boiled delegates of fifty-nine nations, including mine.

You who have had the duty of presiding over student bodies will understand me when I say that from

his vantage point in the classroom the teacher wields an authority not matched by that of the president of the General Assembly of the United Nations. To begin with, the teacher has clearly defined methods to follow, aside from carefully prepared textbooks on which to base his instruction. If at times his pupils turn naughty he always has recourse to discipline. It is his noble mission, besides, to mold the plastic minds of the young of his land.

As president of the General Assembly I had no defined methods to follow. For books I had only the uninteresting provisions of the Rules of Procedure. When at times some of the nations turned naughty I had none of the teacher's discipline for a remedy. Obviously I could not flunk them, especially if they happened to be some of the Big Powers. Finally, to add to my thankless task, there were no plastic minds for my hands to mold—only hardened minds and most of the time they were all made up.

You will believe me, therefore, when I say to you that I envy your position, you who guide the minds and build the characters of the citizens of this great and glorious republic. You who perform the delicate task of bringing the youth of America to maturity occupy a truly enviable place in the life of your nation.

## The Glorious Heresy

The schools under your care and guidance are the matrix of the great and enduring tradition of American freedom. One is overwhelmed by the freedom you enjoy in your land. As an example, your courts of justice would rather err on the side of too much liberty than on the side of even the slightest diminution of it. We all know the circumstances that conspired to bring about this tradition. Your Pilgrim Fathers came to this land to secure their release from subservience to kings of the divine right. Your original thirteen colonies found their fulfillment in the establishment of a free society.

The Declaration of Independence in 1776 was the imperative of the new idealism which your forefathers fashioned on the soil of this continent. It proclaimed for the citizens of the young nation—and for all peoples of the world—the concept of the dignity of the human person. Once the independence of the colonies was secure, the citizen of America began to get rid of his shackles. And this citizen was not the man of property or the gentleman of leisure but the man with the hoe, the common man, the dignity of whose person we find consecrated in the Universal Declaration of Human Rights of our own day.

From the Declaration of Independence to the Universal Declaration of Human Rights is a hundred and seventy-five years. Yet one has to admit that the Founding Fathers had seen the vision of the good life as clearly as the writers of the Charter of the

United Nations saw it in San Francisco in the spring of 1945.

It was almost a heresy when the authors of the Declaration of Independence proclaimed the equality of all men as a self-evident truth. In the context of their existence then and even viewed from the perspective of this time, almost two centuries afterward, the equality of all men had hardly any support in fact. Although the basis of a free society had been established it could not be claimed that classes and castes had been eliminated. There was, besides, the still highly respected institution of slavery, which could have been cited to disprove the proposition.

It was almost a heresy to say that thing, but we must admire those men for saying it. There have been many heresies uttered in the course of human thought, yet humanity is none the worse for them. Those authors of your own Magna Charta of liberty were bold, prophetic men, thinking far ahead of their time. More important, they already possessed a world outlook worthy of the most progressive men of today.

What is this world outlook? Perhaps your own Benjamin Franklin had it precisely in mind when he suggested that *an inclination and an ability to serve mankind* was the desirable thing for youth seeking an education and that a knowledge of universal history was necessary to give one a grasp of human affairs and an understanding of the connection of these affairs with those at home. There, if I may point it out, was the start of the awakening from domestic thinking to world thinking.

Are we for a moment to doubt that the United Nations comes as the logical development of that world outlook, that interest in serving mankind? Can you who, from your classrooms, are helping to shape the hopes, aspirations, and ideals of your citizens, dispute that the idea posed by Benjamin Franklin is the inevitable culmination of American education?

## Man's Best Hope

Permit me to suggest now that your new task is to orient the mind of America's youth toward a wider appreciation of human affairs, that they may better grasp the unalterable fact of the oneness of man's destiny over and above the cultural difference of the various people that inhabit our planet. And to this end, may I remind you that the only hope we have of preserving the idea of human solidarity is the United Nations. If we destroy this, we destroy the last clear chance we have of averting the end of all world cooperation.

No effort you may exert to induce the youth of America to study the workings of the United Nations can be in vain. I am encouraged to learn that the National Education Association will soon establish a United Nations Education Service with a representative educational leader acting as a liaison be-



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tween the public schools and the world assembly. I have learned also that this service is to be financed by voluntary contributions from the public schools. The project is commendable as a recognition of the fact that the United Nations, as an instrument for world peace, will work only as well as we make it work and no better. Indeed it will work only if we take the trouble to understand it ourselves and to teach the young people of our respective countries what it is all about.

A sense of loyal understanding toward the United Nations can be built only upon a steady flow of reliable information. I know there are still men who refuse to see in this assembly a living demonstration of world cooperation, and there is perhaps some basis for suspecting that certain nations may be in it for the sole purpose of distracting attention from their designs of conquest. But evidence is abundant that the good faith of the great majority of member states will abide and keep the organization going.

It is a remarkable thing about the United Nations that with all its sixty flags, each representing a motherland—with all that this implies in differences of tradition, ideals, and attitudes—it has stood through six years of postwar turmoil with head unbowed. Perhaps that is not only a remarkable thing but also the wonder of this century! The United Nations has gone through a number of crises, but it has come out unscathed. It has seen arrogant members walk out of its meetings, only to see them scampering back again to the seats they had abandoned. Strong-willed men have balked at its rules and then tried to paralyze its business, but to no avail. All threats of revolt have so far failed to materialize. Why? The explanation is simple. The potent force of world opinion is behind the United Nations, and it is not easy even for the mighty and the strong to go against this force.

I plead with you to spread good cheer for this living embodiment of international law and order. Take up its noble cause. Appreciate how it is laying the foundations of human collaboration upon a scale never before attempted. Finally I plead with you to understand that only within the collective security envisaged in its Charter may civilization be saved and mankind prosper in greater freedom.

### **Education, World Size**

This greater freedom for mankind may well find its dynamics in the schools of your country. In those schools day by day the free mind of the American citizen is being nourished and enriched. Yet freedom has never been and cannot be enough. What makes

life worth living in this land of yours is the democracy that your freedom has generated, the democracy which, with its constant collisions of ideas and its ceaseless striving for perfection, makes stagnation impossible.

My deep concern for a world of peace and order compels me to wish that your democracy should not be confined here within your own borders. It should be not the end but the means to a wider democracy embracing the world. In such a world American genius has its place, and in it American destiny will find its fulfillment.

### **America's Moral Power**

Today in Korea American power, on which the free world depends, is being tested anew. It is a power tried and true, established by that force of moral probity which has been the distinct mark of American performance at every critical time in history. In Korea your troops are fighting under the United Nations flag not for territorial conquest but for compelling reasons of honor and law. It is not your way to renege on your word, and under the Charter of the United Nations you have obligated yourselves to defend the peace against aggression in any form.

American leadership is respected in world affairs for many reasons. America's word is good, for one. Another reason, equally compelling, is America's technological science, by which you have reached out into the farthest recesses of the known globe, bringing with you the goods of a more abundant life and the grasp of friendship for every human hand. Your airplanes have annihilated distances at speeds exceeding the imagination, and your media of communication have pushed your boundaries beyond the visible horizon. You have, in short, made the world smaller and smaller, and I cannot see how you could ever recede from such a world or, much less, turn your back on it.

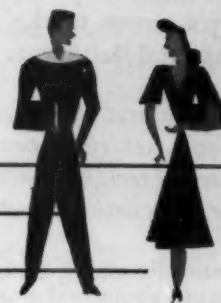
American predominance in human affairs has not come about by an accident of fate but as the result of demonstrated fidelity to pledged word and to the rule of law in international relations. And this, then, is my message to you as you gather here today: that your country's role in the world is to lead peoples to greater freedom and to wider democracy. This is America's destiny, which the youth of your land must grasp now and for all time to come. It is for you, educators of America, as you guide that youth into maturity, to inculcate a deep and stirring appreciation of that destiny.

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To have striven, to have made an effort, to have been true to certain ideals—this alone is worth the struggle.—SIR WILLIAM OSLER

## WHAT'S HAPPENING IN

# Education?



• *Some of the parents in our high school P.T.A. are talking about accelerating the high school curriculum in order to give boys an opportunity for one year in college before going into military training. What is your opinion about this?*—C. G. B.

At present it seems neither necessary nor desirable to accelerate the high school program for boys. It appears that a compromise may be shaping up in Congress whereby the induction of 18-year-olds will be postponed as long as possible. All other draft eligibles would be summoned first; then those who were eighteen years and nine months old and eighteen and six months would be called to fill the quotas. At the moment it is estimated that the services can get along without 18-year-olds until next fall unless some new emergency arises. And draft boards are not likely to take boys from high school or college in the middle of a semester.

In any case the best that can be done for a teen-aged boy is to give him a good basic education that includes abundant physical training. His school days are now so filled to the brim with the kind of education and experience the armed forces want that a speed-up would seem uncalled for.

During World War II there was little acceleration in the high schools. National authorities showed more interest in changing curriculum emphasis. That is, they urged more time for physical education, science, citizenship, and vocational training. I have no doubt that the same emphases will be equally welcome at present.

This would be a fine time to urge students to "accelerate" the attention they give their studies. The compromise plan now developing in Washington may send seventy-five thousand selectees to college. These will be the boys with the highest academic rankings. High school grades and experience will also affect placement in the armed forces. And no doubt there will be a college program for veterans leaving the service.

All this adds up to the following handwriting on the wall for Johnny: "Pay attention to your studies. Do the best you can. High grades will count in your future."

• *Our high school is considering buying a television receiver. Is this a wise expenditure?*—Mrs. H. D. H.

I think you should first ask what use the school plans for its television receiver. Also inquire into television plans of the local school system, college, and university.

In television we have one of the best aids ever put into educators' hands—except that it isn't in their hands yet. That depends on action by the Federal Communications Commission. At hearings a few months ago the requests of educators for TV channels for schools and colleges were unopposed, but that has not clinched matters. Let the FCC hear from you and your P.T.A. Tell them you want channels reserved for education. Managers of commercial television stations frankly state that they cannot serve special audiences such as schools. Write the FCC soon!

In Chicago recently I came across a very promising television study program. Philip Lewis, a teacher in South Shore High School, told me about it. Two years ago a survey in this school disclosed that students spent twenty-four hours a week watching television. They talked about the programs at lunch and in the corridors. So the school decided it was high time to do something.

Mr. Lewis began a class in "English TV." He obtained on loan from dealers not one but a number of television receivers. The class delved into many problems, such as what were the best TV programs, what about eyestrain, what size screens are best, and how to tune TV sets. It wasn't long before, as Mr. Lewis put it, "hours devoted to looking at television dropped to nineteen a week and this year to only twelve a week. As our students learned about quality, their time spent in viewing decreased."

"English TV" students became critic-guides to the entire school—parents too. Mr. Lewis gave me a copy of a mimeographed television bulletin listing some eighteen programs deemed by the class to have merit. The group also created mock television shows in the classroom, with mock cameras, to help students understand the mechanics of TV production. This in turn promoted sharper estimates of TV quality. Often the class presented its programs in Chicago studios.

For more information on television in the schools I suggest you write to the boards of education of Philadelphia and Baltimore.

● *That query about the teaching of grammar in the public schools, which appeared in this department last February, brought some interesting comments. Here is one observation, made by Mrs. E. W. S.*

I am a housewife with a high school education, but I'm just as concerned about oral grammar as the store manager you quoted in your February issue. Teachers are wont to blame most of their students' faulty grammar on the parents because of the speech used in the homes. As a conscientious parent I resent being blamed in this way. While my language isn't perfect, I find that I am continually correcting my children. As a rule they know the right way but just don't want to take the trouble. When I was in school I remember my mother was rather piqued at times because I corrected her. I wish my children would correct me. It would make me happy to think they were interested enough to bother.

Though some of the old-fashioned teaching methods may not work too well now, I think drilling children until they really know certain subjects is not done as much as it should be. This is true not only of grammar and speech but also of arithmetic, spelling, and so on. Very little memorizing is done now. I recall having to memorize poems. Then at test time we had to write in ink with no erasing. We had no printed forms, with just words or figures to fill in.

As I look over my children's textbooks I realize they are covering the same subjects that I did. I certainly believe in progress and improved methods of education, but I think a carry-over of some of the really good old-fashioned ways would help. Children learn by repetition, and a little more drill wouldn't hurt them.

Very often it is quite noticeable that foreign students seem more advanced in the fundamentals of English than American students are. I asked a woman in my community who was educated in India by English teachers if she would tell me why this is true. She said that although she couldn't recommend some of the methods used by her teachers, one thing was sure: When she left the school she really knew her lessons because she couldn't forget them! . . .

It is the duty of the schools to teach our children and the duty of parents to send children to school in a happy frame of mind, well fed and in good health. It is also the duty of the parent to encourage the child and give help at times for certain individual reasons. But it is *not* the parents' duty to devise methods of improving on the teacher, thereby confusing the child. When this happens the teacher loses and the parent does too, because the child becomes resentful. Instead of so many investigations here and recommendations there, just a little common sense—sense enough to know what is best—would do wonders in improving so-called educational problems.

This question of teaching the fundamentals arose recently in Denver, home of Kenneth Oberholtzer, superintendent of schools and new president of the American Association of School Administrators. Superintendent Oberholtzer instituted a study of the competence of Denver children in such subjects as spelling, grammar, arithmetic, and so on. The results confirmed the feeling of some parents that children

were not up to par in these fields. Hence the Denver school program has been revamped to put more emphasis on the fundamentals. Of course this means a sacrifice of some other elements in the curriculum. But you can't do everything. It boils down to a choice of what is most essential.

● *Another postscript, this time on tax deductions for teachers:*

Since offering the counsel of the secretary of the New Hampshire State Teachers Association (also in the February issue) I have received new and important information from Frank W. Hubbard, director, Research Division, National Education Association. The decision of the court in the Hill case last spring has led the Bureau of Internal Revenue to issue a new ruling on what a teacher may deduct from federal income tax declarations for summer school expenses. It reads:

Summer school expenses incurred by a public school teacher in order to maintain her position are deductible as ordinary and necessary business expenses under section 23 (a) (1) (A) of the Internal Revenue Code, and such expenses may be deducted in determining adjusted gross income under section 22 (n) of the Code. (O.D. 892) (C.B. 4,209 (1921) modified.)

I have given the complete citation in order that teachers may point it out to their local collector of internal revenue if any question is raised about the permissibility of deductions.

"You will note," writes Dr. Hubbard, "that it is a somewhat narrow ruling because it limits summer school expenses to conditions in which the teacher must go to summer school to maintain her position."

The National Education Association believes that other kinds of activity and study as well as purposeful travel, which are proper expenses of the teacher in the never ending business of being a good teacher, should also be deductible. Decisions on these points must be won case by case. As the N.E.A. backed the case of Mrs. Hill, so it will battle for other selected cases in the future.

The N.E.A. deserves applause from teachers and parents for this first important victory, which is doing much to foster attendance at summer schools. For a copy of the entire statement from the *Internal Revenue Bulletin* of January 22, 1951, write to the Research Division, National Education Association, 1201 Sixteenth Street Northwest, Washington 6, D. C. This same division has compiled a list of chief rulings by the Bureau that apply to teachers. These appear in the March 7, 1951, issue of *Scholastic Teacher*, a magazine found in most school libraries.

Last reminder: Remember that if you attended summer school during the years 1947, 1948, and 1949, in accordance with the conditions set forth you can file claim for income tax refunds.

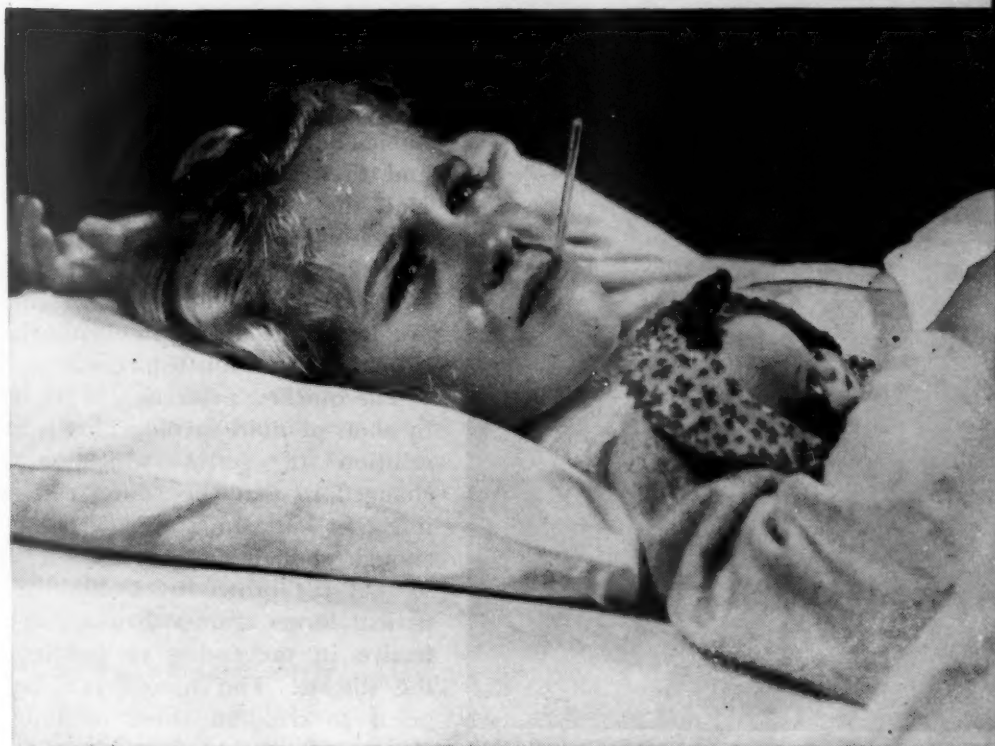
—WILLIAM D. BOUTWELL



*Modern medical science, so prolific of miracles in the larger issues of health and disease, is by no means without new resources in what are too often considered minor emergencies. The diseases of childhood, which many still take for granted, may have serious consequences if not brought under early and adequate control. Your family physician, who keeps abreast of current discoveries and procedures, can lessen the likelihood of complications and do much toward speedy relief.*

## The Usual Childhood Diseases

John E. Eichenlaub, M.D.



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SOMETIME THIS YEAR or next winter your family may well have a brush with one of the common childhood diseases—measles, mumps, whooping cough, or chicken pox. You no longer need fear these illnesses as much as families did in the past, but you should be even more alert and informed about them if your children are to have the full benefits of modern treatment.

Such benefits are often, though not always, needed. The actual death rate from childhood diseases, the risk of other diseases striking the weakened victim, and the danger of later complications add up

to a real health hazard. The fact that these diseases are common doesn't make them less serious, and the fact that more and more can be done about them makes proper treatment increasingly important.

Even if no treatment is required, however, proper attention will still be vital. You should never assume that an illness is trivial until you're sure what it is. Each of the common childhood diseases can be roughly matched by some more serious illness. Ask Sam Brown how his son came through the mumps last winter, and he may tell you that it turned out to be diphtheria. Or

stand outside the scarlet fever ward and ask the visitors how long they kept their children at home before they decided that the illness wasn't measles. Their answers may surprise you and may even convince you that you can never be sure what an illness is until you call your doctor.

This much is an old story to most parents, but it is one that can't be told too often. The new story is that modern medicine can not only sort the wheat from the chaff—the ordinary childhood diseases from the more serious ones—but it can also control some dis-

eases that parents have long accepted as something to be suffered through. Gamma globulin has done well in preventing or lightening measles. Preventive shots, streptomycin, and special serum offer either proved help or promise in whooping cough. Established methods do well with mumps and chicken pox as long as no complications come up.

When conditions are too tough

help is available when it is needed.

Still, your children should be brought to your doctor in time for use of all the *proved* methods of fighting childhood diseases. The new drugs may sometimes control even severe and late illnesses, but you should not depend on them when milder, more fully proved drugs can do the job, if used at the proper time.

### The Whooping Cough Problem

Whooping cough should be thought of first, since most authorities say your baby should have shots for it when he is between four and six months of age—the earlier the better. The reason for this is that babies do die of whooping cough, and they die quickly and often. Half the patients under one year of age and a fourth of those under two years usually die of it. Even aureomycin and chloromycetin will not lower this death rate enough to make protection unnecessary.

The quickest protection is given by shots of fluid toxoid. This is a solution of germs which are changed so that they don't cause infection but which are still close enough to their dangerous cousins so that the protecting bodies the patient forms against them are effective in preventing or fighting the disease. The toxoid can be given to children three or four months of age, in three shots at weekly intervals. Protection is good within a month after the beginning of the treatment.

Some doctors prefer to use precipitated toxoid because this can be combined with toxoids for diphtheria and lockjaw and given in one series of shots. The disadvantage is that this material cannot be given until the child is six months old, and then only three shots in three months. Hence the age of full protection is four or five months later than with fluid toxoid. One of these forms of protection should be given to every child. Your doctor can advise you which is best for yours.

If your child gets whooping

cough in spite of such protection or without having had it, the question of whether streptomycin, aureomycin, or chloromycetin should be used comes up. At the present stage it seems that whooping cough of average severity in an otherwise healthy school-age child should be treated without these specific germ killers, but the child should be seen by a doctor who knows how and when to use them. Established, 100-per-cent safe methods, such as proper cough medicine, abdominal binders, and guided activity, will get most patients through; but the complications that arise are not always evident without complete examination and should be fought with medicine's big guns as soon as they are present. In unusually severe cases, in a child under two, or in the presence of any other weakening disease, the chances are that your doctor will want to use his newest weapons immediately—which he can do only if you call him.

### Measures Against Measles

Measles probably is next in importance. Again your doctor has well-tested methods of preventing or lightening the attack, but here his weapons work only if applied after known exposure. His main tool is gamma globulin, which is the part of human blood in which the natural forces of resistance to this disease are strongest. It works very well if given at the right time, but it cannot be used for lasting protection.

The measles germ works on a stricter timetable than an armored division. It takes almost exactly ten days to get from its first invasion point to the runny-nose, fever, and cough stage, and four days longer to cause a rash. It passes to new victims during the runny-nose stage and thereafter.

Gamma globulin can be used during the first week after exposure to stop the attack altogether or until just before the rash appears to make it lighter. Most doctors aim at making the attack lighter



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for these methods—because of the severity of the disease, the poor resistance of the victim, or complications—medicine's new big guns can be brought to bear. Aureomycin, chloromycetin, and now terramycin all have definite effect. Their expense, their occasional side effects, and the fact they have not been fully tried make their use *in every case* unwise. Yet reports of dramatic cures are now too numerous to be ignored. These drugs can often kill the germs that cause the usual childhood diseases. They give the medical profession a reserve force of powerful weapons and offer you assurance that effective

in healthy children, since even a light attack of measles makes most people immune to the germ. This can best be done a week or less after exposure, which is usually about the same time your child's playmate, brother, or sister gets his rash.

Most of the complications of measles are due to other germs, which take advantage of the patient's weakened condition and can be fought with penicillin or sulfa drugs. Chloromycetin gives some promise of killing the measles virus itself and may be worth trying if your child has an unusually severe attack.

### Chicken Pox and Mumps

Unlike the other two childhood diseases, chicken pox and mumps probably can't be prevented or made lighter by anything you do before they appear. When an attack occurs, however, the new germ killers may be of real use to you. Your doctor may prescribe aureomycin ointment for chicken pox. At any rate he'll have read the latest reports and know whether it is living up to its present promise. If your adolescent son gets the mumps your doctor will be quite likely to order aureomycin or chloromycetin because these drugs seem to lessen the invasion of the testicle, a definite risk to a boy at that age. In other cases the doctor's judgment will depend on the general severity of the disease, which we cannot anticipate.

At any rate weapons are now in your doctor's hands that make his services essential in handling childhood diseases. You owe your child proper use of those weapons, which

means *timely* use by a well-trained physician. Childhood diseases have always thrown a heavy load of responsibility on parents. Now, as always, they are responsible for the good nursing care that for centuries was the only weapon available. They are responsible for protecting children from illness among the neighbors and from spreading the family's afflictions beyond the home. They are responsible for obtaining an accurate diagnosis, to be sure no more serious disease is present. They are responsible for managing the difficult emotional problem that arises with every illness—how to give enough sympathy to make the child feel secure but not so much as to make him dependent or hypochondriac.

To this load must now be added responsibility for seeing that the child gets preventive shots and medical treatment continuously through the attack. Usually this added responsibility will not be heavy. The load of other care will be lessened to cancel the extra trouble and expense, and in some cases the result will be lifesaving. With the doctor's many tools and techniques most complications can be fought to a standstill, *if caught in time*.

### Call Your Doctor Early

You might ask where medical progress will lead. Certainly if the present promise of new drugs is borne out in wide usage and if their effectiveness doesn't lessen over the years, they will save many victims who now die or are crippled by the childhood diseases. You may even hope that these illnesses will become less common than at

present and that you need not plan to be home with a suffering brood for several weeks during their first school year.

On the other hand things may go on pretty much as they always have. Like many other drugs whose promise has proved greater than their true value, aureomycin and chloromycetin may become mere glorious relics of a dream that faded. For the present we can only go on the evidence already gathered, and this seems to prove that the new weapons do offer new hope for the sufferer from these much neglected ailments. In combination with older measures, they can give the medical profession a reasonable, effective program for taking care of the familiar childhood scourges.

Yet to get the full benefit from this program for your family you have to do your part. You have to take your children to a doctor for whooping cough shots at an early age. You have to call a doctor before an attack of measles starts, as soon as you know your children have been exposed. Above all, you have to get medical attention for the usual childhood diseases from the beginning, rather than taking them for granted as something your children have to suffer through to the bitter end. Your doctor knows when the new weapons will help, but only you can give him a chance to use them.

*John E. Eichenlaub, M.D., practiced medicine until recently in Ackley, Iowa. He is now living in Lubbock, Texas, where he serves on the medical staff of Caprock Co-operative Hospital.*

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THE 1950-51 study courses, "Growing Toward Maturity," are completed in this issue, and next year's parent education leaders are already beginning plans for the 1951-52 series. The theme for these courses, suggested by the major goal of the Midcentury White House Conference on Children and Youth, will be "Building Healthy Personalities," and once again the three study programs will be directed by Hunter H. Comly, M.D., Sidonie M. Gruenberg, and Ralph H. Ojemann and Eva H. Grant.



*The desire to go places and  
do things, generally supposed  
to be a typically  
American trait,  
is perhaps just a human  
one after all.  
For the essence of life  
is movement. Try to  
make it stand still,  
and you will find it has moved  
backward. Here, then, is  
a thoughtful appraisal of a need  
that is not only  
American but universal.*



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*Lots of People  
Are Human*

8

## The Need To Be Getting Somewhere

Bonaro W. Overstreet

WE ALL KNOW,\* in simple physical terms, that it is far more tiring to stand still in one place for a long time than it is to keep walking. Forced to stand still, we soon begin to discover a multitude of ache points—muscles that demand movement—and we seek relief in small shifts of position. Forced to wait for any length of time on a street cor-

ner, for a bus or an expected friend, we normally put movement and interest into our waiting by walking up and down, perhaps looking in a store window if one is handy.

We all know a second thing: that to remain interminably within the same limited setting, doing over and over again things that won't stay done, amounts to standing still.

Both what we are doing and the environment in which we are doing it lose their appeal for us, and our responses to them approach the automatic. We become bored, and the apathy of boredom takes over body and mind.

Finally, we know a third thing: that the ache of standing still and the boredom of a repetition that

amounts to standing still become alike more painful if other people are going ahead and leaving us behind. The wailing toddler who stands at the limits of his small, restricted world watching an older brother and sister go off to a school picnic is a toddler being very human in his frustration. So is the grown woman, unmarried and burdened with the care of elderly, querulous parents, who is always left behind when her brothers and sisters go gaily back to their various lives after a family holiday. So is the man who, having stayed on in a small, futureless job in his home town, sees all his contemporaries go off somewhere else. So is the man who, in middle life, has come to realize that he is never going to go much further in his job than he already has, that when there are openings farther up the line someone else, not he, will be chosen for advancement.

We know these things, and if we are reasonably sensitive, we may have made out of our knowledge many small gestures of sympathy. Or if our own life has been involved, we may have struck out against the immobility of our state. Deliberately, almost desperately, we may have made some change, undertaken some new project, to keep our spirits alive.

What we are only beginning to do, however—and as yet only in scattered areas of life—is to take this sort of common knowledge and turn it into wisdom about our human relationships and our human arrangements. We are only beginning to apply in practice our realization that the human being, to remain fully and vitally human, must be able to feel that he is making progress, that he is getting somewhere.

### **Courage from Accomplishment**

For examples of how this insight is being applied we can turn to several different areas. In physiotherapy and occupational therapy, for instance, it is now taken for granted that the handicapped per-

son who is struggling to regain the use of a paralyzed arm or to learn some useful skill that lies within the compass of his limited powers needs two different sorts of encouragement to keep going. He needs the encouragement that the therapist can give—and his family if he has one. He also needs the encouragement that comes from making progress—from the fact that he can now move, however slightly, a once immovable hand or that he makes fewer mistakes now than he made at first in the handling of occupational materials. If, no matter how hard he tries, he can experience no progress, he will almost inevitably give up sooner or later. There is no incentive to carry him through the many difficult days and months that lie between him and what will probably be, at best, a precarious independence and usefulness.

The industrial field is another one in which the human need to be getting somewhere is being progressively recognized. With the growth of personnel work in business and industry, even the routineer who pushes the same button day after day or pulls the same lever is being made to feel like a human being rather than a mere "cog in a wheel." If he is troublesome or listless or given to many absences that seem to stem from emotional causes, personnel workers seek the source of his difficulty in his feeling of frustration—not in sheer "cussedness." More and more frequently they assume that the reason he is not doing his job well may be that the job is not doing well by him, that it is not giving him sufficient self-respect, or sufficient sense of progress.

In education, too, we have taken long steps. We are coming to recognize that no child thrives on a constant diet of failure. No child learns to love school if he is kept interminably in a squirrel cage of lessons which are just far enough beyond his powers so that he cannot be done with them and go ahead to others. We are learning that even the most backward student must

have the experience of accomplishment—many successive accomplishments, however small—if he is to find within himself an energy with which to make the most of his mental equipment.

### **The Shining Incentive**

We could point to yet other areas where the therapeutic and energy-giving power of progress is being recognized in daily practice. But our insight into the human being's need to be getting somewhere must operate at an even deeper level if it is to help us resolve the many personality difficulties that now distort our relationships. The prime undertaking of the human being is to grow up, physically and psychologically. So also the prime area in which progress can be experienced and given a chance to exert its animating influence must be the area of growth.

We have long been aware of this with respect to physical growth. We have long known that a child draws an important satisfaction from standing up to be measured and from seeing how much taller he has become than he was at the previous measuring. We have known that the adolescent boy whose "shooting up" is delayed—so that his companions grow taller and taller while he seems not to grow at all—suffers a psychological and social handicap at one of the most sensitive stages of his life.

There are, however, less visible areas of growth, emotional and social, in which we are only now learning that a pattern of progress must be fulfilled for each person if life is to yield him more satisfaction than frustration and if he is to be a source of satisfaction rather than frustration to others.

In one sense this is what all our studies of child psychology are about. These studies have had as their central aim the discovery of the normal progress stages of psychological growth and the understanding of two sorts of variations from these stages: "legitimate" variations that merely reflect indi-



vidual differences and that should be amiably allowed for and "illegitimate" variations showing that the growth of the individual is being slowed or halted by inner conflict.

We can say in general that sound psychological growth from birth onward should be marked by progress along three lines. The individual should be moving toward more and

more *relationships of good will* with his fellows.

### The Way We Grow

In practice, of course, these three do not stand separate because the human being who does the growing remains one human being. Success along any one of these lines of growth is likely to promote success along the others. For example, a

being goes toward it with interest and good will.

That is the lesson we are all having to learn in this psychological age if we want to exert our maximum influence for human happiness. We are having to learn that there are normal growth stages of relationship between a human being and his world, stages that must be progressively reached with some reasonable degree of success if the individual is to go on and keep going on, if he is to feel the security and interest that come from getting somewhere.

We are having to learn that most of the problem behavior that disrupts our personal and group life is a symptom that emotional and social growth has been halted. The problem person, as we indicated in an earlier article, is a person in the grip of some problem that he can neither escape nor solve. Here we might look at the same matter from a slightly different angle. The problem person is one who is confronted by situations from which he cannot escape and *to which he has not grown up*. He tries to evade them or he hits out at them—because he cannot handle them.

In one sense, all problem behavior comes down to this: The individual has not enjoyed, at each stage of his growing, a conviction of progress toward independence, competence, and fellowship. In one sense, then, all our efforts to understand problem behavior and to deal with it become an effort to reanimate the growth processes along the three major lines we have discussed and to give the individual the sense that he is getting somewhere.



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more *independence*, independence of action and independence of judgment. He should be moving toward more and more *competence*, more and more of the kind of knowledge and know-how that will enable him to handle the realities of his environment—solve problems, face issues, entertain himself, and perform useful work. Finally, he should be moving toward more and

small child who has just mastered the art of tying his own shoes will feel both more independent and more competent. It is not improbable that his triumph and his consequent sense of being on good terms with himself will reflect themselves in spontaneous, outreaching affection. Life feels good, in short, when growth is being savored, and when life feels good the human

Civil defense authorities remind the American public of these seven vital steps to take in the event of an atomic bombing. Learn them well so that if the alert ever sounds you will know immediately what to do.

1. *Keep the House Closed*  
Close all windows, doors, and blinds.
2. *Get into a Sheltered Place*  
If you cannot reach a subway or base-

ment in time, lie flat against a wall, or find an entryway or ditch. If indoors, get under a table or bed.

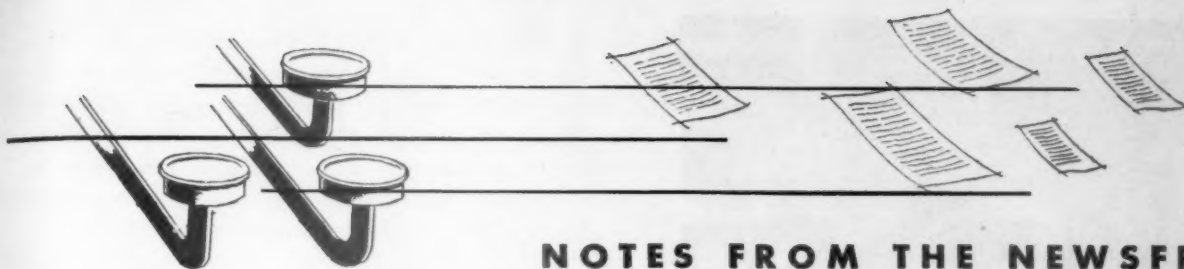
3. *Lie Prone During an Attack*  
Drop down on your stomach, fold your arms, and hide your face.
4. *Guard Your Eyes*  
Keep your face covered for twenty seconds or more to avoid the blinding flash and flying glass.

5. *Follow Instructions*  
Follow all instructions broadcast by radio or public address system.

6. *Stay in a Sheltered Place*  
Stay indoors until the danger of a second explosion and the threat of radioactivity have lessened.

7. *Eat Protected Foods*  
Be sure that what you eat and drink is canned, bottled, or well covered.





## NOTES FROM THE NEWSFRONT

**Who Scraped the Fender?**—After a four-year study Professor A. R. Lauer of Iowa State College is ready to vouch for specific differences between men and women drivers. He found that impatience is the outstanding flaw in men drivers, leading them to have worse accidents than women do. On the other hand, women are poorer at judging distances and panic more easily. They react faster than men do, however, show more courtesy on the road, and are more careful to obey speed laws. For men 21 is the most dangerous driving age; for women, 37.

**No Long Recess.**—When most of America was agricultural, the children were needed in the family's labor force. That's why summer vacations from school were the rule. But times have changed, and some educators predict that the school of tomorrow will stay in session twelve months of the year. Teachers will be the last to complain since they will be employed on a year-round basis with a month's paid vacation.

**Fighting the Flu.**—In the influenza epidemic of 1918 an estimated 500,000,000 persons throughout the world fell ill and 15,000,000 of them died. Last winter influenza again swept Europe, reaching even to Canada and parts of the United States. This time, thanks to modern antibiotics that protect against secondary infections, the number of deaths was kept low. The prevention of influenza, however, is still a headache to medical men because there are at least four common forms of the virus, and no one vaccine will immunize people against all of them.

**Penny Pinchers.**—In recent months pennies seem to have gone into hiding. In fact, so few of them have been seen in public that last January the Federal Reserve Bank of New York began rationing them to its members. It's all very perplexing to the Mint, which knows that 74 per cent of all new coins turned out last year were pennies. Until more can be produced, however, penny savers are being urged to unlock their piggy banks and get the modest coin back into circulation.

**Americans All.**—We sometimes forget that Spanish and English are not the only languages native to the 21 American republics. Forty-eight million Brazilians speak Portuguese, and 3,000,000 Haitians speak French. Regardless of linguistic differences, however, on Pan American Day, April 14, everyone will take time out to strengthen the bonds of neighborliness in the New World.

**Men to Measure.**—Among the casualties of the last war might be numbered nearly 2,000,000 men who never wore a uniform. These were the men who bear the stigma of having been rejected for not meeting the Army's neuropsychiatric standards. Yet according to a study reported

in the *A.M.A. Journal*, many men so rated actually performed satisfactorily in essential noncombat work. The medical authors suggest, therefore, that in future national emergencies a man's success in civilian life be taken into account before he is ruled unfit for military service.

**Who's Calling, Please?**—Before long it will be possible to leave your house or office confident that the telephone can take care of itself. A newly patented attachment automatically answers incoming calls and even records messages, according to Science Service.

**An Uneven Match.**—For the first time in our national history women outnumber men. Preliminary figures from the 1950 census show that there are now only 981 men for every 1,000 women. Even so, Frank Wilson, publicity man for the Census, insists that there are still more marriageable men than women.

**Afterthoughts.**—In a survey of New York City teachers 56 per cent said they would not choose the same profession again if they had a second chance. Since 80 per cent reported supplementing their salaries with outside work and almost none reported being able to save money in the past two years, the reason is not hard to find.

**Homes Abroad.**—This summer 20 men and women will take part in the Marriage and Family Life Studytour conducted by the National Council on Family Relations. For five weeks they will visit England, Holland, Denmark, Sweden, and France, everywhere studying the national patterns of marriage and family life and the various types of services designed to strengthen the family. College credit is offered by the State University of New York.

**What's New?**—A researcher digging through old archives in the Brooklyn Public Library a while ago came upon a wage and price ceiling law adopted on December 31, 1776, by the General Assembly of the State of Rhode Island and Providence Plantations. Milk was to be sold for no more than nine cents a gallon and tobacco for five cents a pound. Barbers might charge three and a half cents for a shave and the carpenter receive seventy cents a day. Lodging for a night was set at five cents.

### A Notice to Our Subscribers

If the first two code figures just below your name and address on this issue of the magazine are 5-51, this means that your subscription will expire with the May *National Parent-Teacher*. We suggest that you renew it now to avoid delay in receiving the June issue. Send \$1.25 to the National Parent-Teacher, 600 South Michigan Boulevard, Chicago 5, Illinois.



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## Helping the Child Meet Crises

*It's a dismaying thing to discover that the world one has to live in just doesn't make sense. That's what happens to a child when grownups fall down on their job as interpreters. Can we not, by taking thought, become more discerning about his inevitable fears and disappointments?*

This is the eighth article in the school-age series of the "Growing Toward Maturity" study courses. The study group program for this article is on page 34.

Sidonie M. Gruenberg

WE TRY TO PROTECT OUR CHILDREN from troubles and tragedies, but even with the best of precautions we cannot shield them from everything or do so forever. In fact a child cannot develop soundly from one stage to the next without meeting and overcoming some difficult crises. The first day at school may be as momentous to one child as the death of a beloved pet is to another. Nor would we want our children to grow up totally unaware of the sorrows that are part of life.

Since troubles *will* come, we do well to face this question: What can parents and teachers do to help children weather them and learn from them? There is, of course, no set of words or package of plans all ready to be brought out when a crisis strikes. But with our own attitudes and convictions clearly thought out, we can find the words to fit the child.

### Seeing Through Children's Eyes

First of all, we must discover what the crisis means to the child. Postponing a trip may be a minor annoyance to a three-year-old boy but almost a tragedy to the sister who has been daydreaming about it for weeks. The death of a grandparent may be a loss deeply felt by older children, whereas the younger ones feel only confused and bewildered by the solemn visits of relatives and strangers.

Parents can help a child only if they understand him. And a child is more likely to show his feelings, his wonders, or his fears through his play or make-believe and casual remarks than through direct talk. Thus a sincere interest in his daily adventures and misadventures can gain parents the child's confidence.

Jane, who loved kindergarten, suddenly refused to go to school, took to screaming and crying every morning. The teacher saw nothing at school to make her dislike it so violently, but after several days the truth came out. An older girl had solemnly told Jane that if she told a lie God would strike her down dead.

Panicky because she had told a few, Jane determined to die at home and not in school. With the fear brought out in the open, Jane's mother could explain away the alarming threat and reassure the child.

In addition to keeping open the road of free and confident communication, parents can build reserves for emergencies by helping the very young child to take frustrations in his stride. A good-natured adult can help a two-year-old to be calm when the cookies are all gone, to be satisfied with a ball when he must surrender the wagon to his brother. Learning to adjust to new situations is, after all, an essential step in learning to accept the inevitable. This is the process behind one's ability to adjust himself to a sedentary life after a crippling accident or to go on living without a dearly loved parent.

### Minor to Us, Major to Them

The emotional upheaval some children feel on the first day of school is one kind of crisis that can be anticipated and minimized. Long before a child reaches school age, he should have spent some time in the care of adults other than his parents, and he should have played often with groups of children of his own age. The spring before he is to enter school, he may well be taken into the school building on a visit. (Many schools arrange get-acquainted parties for the newcomers and their mothers.) During the summer it will help to talk with the child about school as the next big step in his growing up, see that he meets the other children, and even let him play in the school yard. Where children of different ages play together, the younger ones usually learn about school from the older ones. Older girls often "play school" with the younger ones as their pupils.

In giving the school an advance build-up, however, we must temper our enthusiasm to the particular child. Moderate praise may seem too faint to Ann, while our warm optimism will convince chip-on-the-shoulder Harry that school must be so good for him that he wants no part of it! If a youngster continues to be apprehensive, parents should share their problem with the teacher or principal or some other person who has dealt with many such children before.

Then there are all the crises connected with illness. For a child's first operation we cannot easily prepare, but even here we can prevent its being a terrifying experience and make it endurable and interesting if not entirely a pleasure. For small Katie, her appendectomy was the high point of the year, from the clanging ambulance ride to the last bouquet of flowers. But it is probably a rare child who will take the whole thing as a lark.

The most important preparation is for the parents to confide in the child, telling him all that they possibly can about the impending event. Hospitals vary tremendously in their procedures. Some exclude parents almost entirely during the child's stay; others

allow the mother to stay with the child and help care for him. It would be well for parents to find out in advance what these rules are and, if they seem strict, explain to the child the reasons for them.

The technique of tonsillectomy, or whatever the operation, should be discussed in a matter-of-fact way, emphasizing of course the good it is intended to do the child and the skill of the doctor. We should learn from the doctor just what anesthetics will be used, and the child will be as interested in these as he is in all the inventions of our scientific age. The hospital itself may be full of exciting new "gadgets"—beds that can tilt up, elevators, big pushcarts, even new babies! Above all, there should be no deception. In talking about what is going to happen, we should admit frankly that it will hurt for a time, even while we emphasize the more agreeable aspects.

Parents who follow these preliminaries and then stay with the child as long as the rules allow can hope for operations without terror. But it would be better still if all children could be as nonchalant as eight-year-old Denny, who drifted back to consciousness after his tonsillectomy, calling "That was awful! Give me some ice cream!"

### Facing Facts Together

Hardships such as a divorce in the family or the father's unemployment are more difficult to handle, since the parents themselves are bound to be emotionally upset. Again it is best to share the facts with the child. Hushed voices, conversations that stop when the child enters the room, or a mother who



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won't tell why she is weeping can be more confusing than the real facts, simply and calmly told.

Mrs. Anderson was surprised, after she explained her impending divorce to Stephen, that he seemed to have known it would happen. She did not realize that even at five he could feel his parents' tension perhaps better than they could sense his. Stephen further surprised her by rushing out to play a loud game of cowboys, singing gaily. Later when she found him tearing up some snapshots of his Daddy, she realized how hurt he really was and how he had hidden his true feelings under his boisterous play. It took several weeks and more than one talk with Stephen to assure him that both parents still loved him, that Daddy would come to see him often, and that his mother would not leave him.

When Mr. White lost his job and the family had to cut expenses drastically, the parents felt at first that they should spare their junior high school daughters any anxiety. Left in the dark, Grace and Sally were resentful at being denied the pocket money and movies that they had enjoyed. When the Whites decided to tell the girls just what had happened a potential tragedy became a family asset. The girls asked only "Why didn't you tell us sooner?" They were fully ready to cooperate in every possible way. They even thought of baby sitting and other ways of earning. Sharing the problem gave the family strength for pulling together once more.

Parents of a child who has been crippled by polio or an accident are naturally shocked into the fear that life will hold nothing but sorrow for the youngster. Yet the most severely maimed or crippled people do not easily let go of life. There is still so much to do, so much to care about, so much to enjoy! We have to help such children with our own courage and hope and constructive imagination. We should discuss his affliction with the child, certainly, but keep him thinking about the things he *can* do and enjoy.

Whatever forces make for a secure personality will enable a stricken child to keep his equanimity: his parents' love, his creative activities, and his interest in others, perhaps a sense of purpose or destiny. One bedridden girl spends hours each day singing. Another polio victim wrote dozens of letters to other shut-ins.

### **The Mystery of Mysteries**

The most difficult of all tragedies for us to face, and the most final, is the death of a beloved friend or relative. It is doubly hard to help a child through this sorrow, for his expressions are often so alien to the way we think he should feel. If he would simply climb up in one's lap and cry! No show of emotion at all from a bereaved child or else unexpected gaiety can both be puzzling. But the child may be trying to push the distressing reality from his mind, to deny

it or to postpone its impact. His need for sympathy is still there, but we may have to wait until he can accept the facts.

When Allen was six, his playmate Dan died of an infection. The child's loss of his friend showed itself in nightmares but also in objectionable aggressive behavior. His mother recognized that Allen was anxious, for he frequently referred to having quarreled with Dan and having been very angry at him. She saw that he felt guilty. But she was able to assure him by telling him that all of us are sometimes angry and even feel hate toward people we usually love. She persuaded him that these feelings had nothing to do with what happened to Dan, that nobody was to blame for it. Soon Allen was behaving normally again.

Sometimes a small child reacts with anger to the death of a parent: "Why did Mother want to go away and leave me behind?" However misplaced this anger may seem, it is understandable from the forlorn child's point of view. Again some adult must explain over and over that Mother did not want to go, that she wanted more than anything to stay with her children.

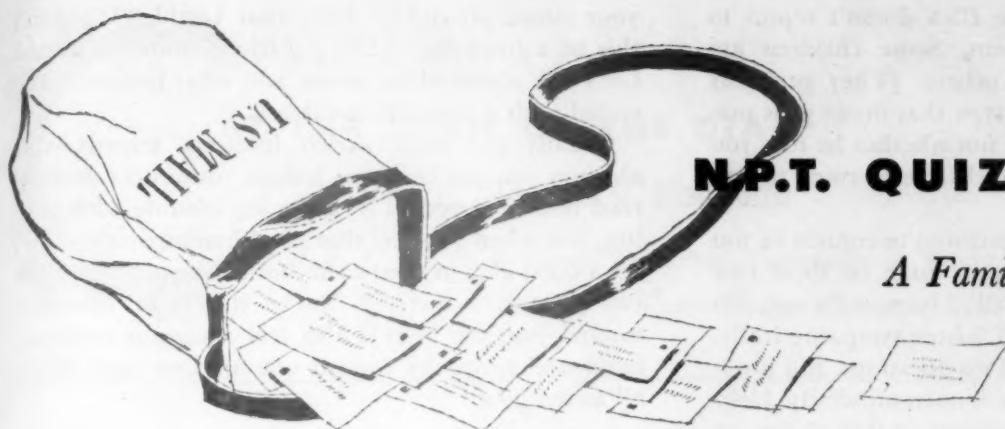
As with all tragedies, the best way is to discuss what has happened, speaking frankly. In explaining death, as in explaining birth, the simple facts are necessary. We will have to repeat them at intervals, with a little more detail each time. An older child may experience his first religious feeling at a time of deep sorrow, or he may be comforted by the thought that people do live on in the hearts of those who loved them.

If, after Father's death, nobody talks about Father, a child must be puzzled. Is dying something to be ashamed of, maybe, or did Father do something wrong? Dicky did not want to cry or talk about Father's dying, but he did enjoy talking with Mother about things that Father used to do. Such solid and comforting facts did not make him feel sad.

Attending a funeral may not be as harrowing for a child as many well-meaning elders fear. The feeling of being left out of an important family activity may be more distressing. An older child may feel comforted by the ceremony and the feeling that it is the right thing to do. A definite act to punctuate the bereavement is often better than doing nothing at all.

Sympathy we can surely give to our children and more patience than ever. But just as essential, and more important, is the feeling of belonging and sharing. Being left out, even if it is for the child's so-called protection, is the most devastating feeling of all.

*Sidonie M. Gruenberg, noted parent educator, was for many years director of the Child Study Association of America, which she now serves as consultant. She is the chairman of the National Committee for Parent Education.*



## N.P.T. QUIZ PROGRAM

*A Family Counseling Service*

**La Berta A. Hattwick** *Consultant, Winnetka Public School Nursery,  
Winnetka, Illinois*

● *My nine-year-old Tom is not good at sports. As a result he feels left out by the other boys, who seem to be interested in nothing else. How can I help him?*

WE MIGHT as well face the facts. Nothing is so important to a group of elementary school boys as competitive sports (meaning, largely, ball games). The boy who is good at sports has a fairly easy time adjusting to groups. The child who is not good at sports often has a difficult time.

A major goal of parents and teachers at this, as at every age level, is to help each child discover his own unique abilities. This is particularly hard to do during the elementary years, not only because competitive sports are so all-important to the group but also because some children's special abilities may not yet have become apparent.

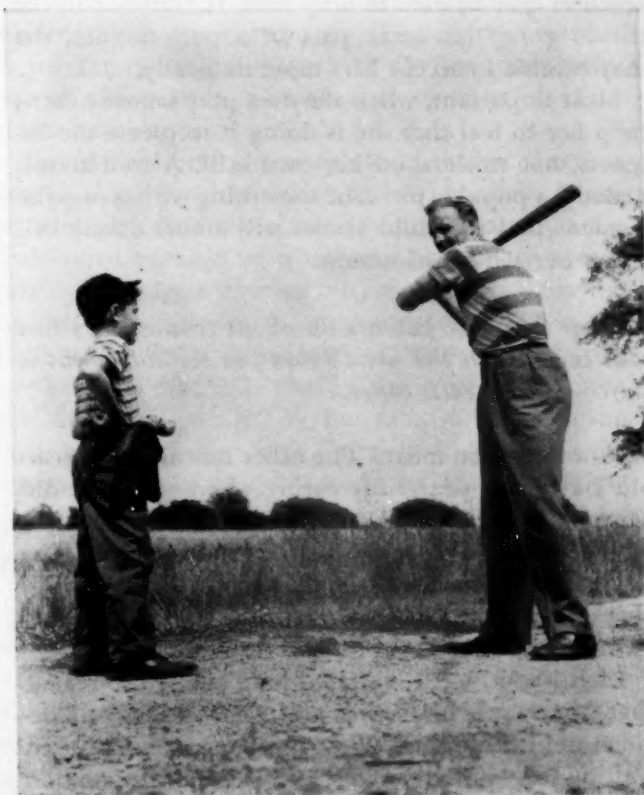
Many schools nowadays are stressing participation rather than skill. They make it possible for every boy to have a part in organized sports and to be awarded a letter if he takes part regularly. Schools are also trying to help these boys by introducing a greater variety of athletic activities.

Knowing the importance of sports, and particularly ball games, parents can do a good deal for their non-athletic sons. Dad can give Junior lots of odd-time ball practice, and the two of them can eagerly follow each day's sports news. However, these things should never be done in such a way as to make the boy feel that Dad prefers an athlete above everything else. Remember, failure to excel in sports can never seriously disturb a child unless it disturbs his parents.

Why not casually create time for ball games—interspersed with many other occasions when you and Tom can share and enjoy activities more in keeping with his abilities and interests? Does he have a stamp collection? Work with him on it. Do the same if he likes carpentry or studies the stars. Many boys who

cannot make a ball team prove to be excellent swimmers. Many find that band or orchestra, Cub Scouts, or Boy Scouts give them a chance to be an important part of a group. Parents of a child who is not good in competitive sports may be relieved to know that as children grow older their opportunities to contribute to a group always increase.

● *My boy Dick seldom tells me anything that happens when he is away from home. His best friend confides everything to his mother. Does this mean I've failed as a parent? What can I do about it?*



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DON'T BE UPSET just because Dick doesn't report to you everything that happens. Some children are naturally more quiet than others. (They probably grow into the strong, silent type that many girls prefer!) The important thing is not whether he tells you everything but whether he feels free to come to you when he has a problem.

You can cultivate Dick's readiness to confide in you by being available and ready to listen on those rare occasions when he wants to talk. Listen as though you have all the time in the world. Listen sympathetically, with no show of surprise and no questions. If a problem is involved, try to discuss it open-mindedly. Help him to leave you more confident in his ability to carry on than he was before.

Another important way to cultivate his readiness to confide in you is to have more fun together, particularly traveling, fishing, hiking, and other things in which the two of you can be alone. Perhaps as you enjoy yourselves together Dick will want to share more and more of his experiences with you.

• *My daughter plays the piano beautifully, but she refuses to play in front of other people. I feel that I am wasting money on her lessons as long as she has this attitude. What can I do?*

THE FIRST thing to do is relax and stop asking her to "perform." Usually pressure, possessive pride, and high standards on the part of parents are what make children self-conscious, afraid they won't do well, and hence unwilling to try.

Let the requests come from other people. Her teachers may be able to help here. If everyone in the child's group has some part in a performance, she may be able to accept hers more naturally.

Most important, when she does play before others, help her to feel that she is doing it to please the listeners, not to show off her own skill. A well-known melody, a popular piece, or something with a surprise element that the child knows will amuse others will lessen her self-consciousness.

• *What do other parents do about teasing? My two sons can't be in the same room five seconds without starting in on each other.*

I KNOW what you mean! The other morning five-year-old David was peacefully eating when eight-year-old Michael walked in. Mike succeeded in poking David's elbow just as David raised a spoon to his mouth. The food spattered on the floor, the spoon jabbed David's cheek, and he began whining for me to do something to Mike.

I felt like it, but I hesitated long enough to realize that Mike must be feeling pretty mean inside. I decided to build him up. First I said, "Mike, I've been waiting for you to see if I sewed this cub insignia on

your sleeve all right." After that I said, "Wouldn't this be a good day to bring a friend home to lunch? Let's talk about whom to ask and what to have." We ended with a peaceful breakfast.

Usually the more varied interests, friends, and abilities you can help two jealous youngsters develop (and receive approval for), the less trouble with teasing. But when you feel that punishment is called for, it's a good idea to treat them both alike, since it takes two to start a quarrel. Maybe they'll be resentful toward you, but they'll also feel a certain common bond and sympathy toward one another—and that's all to the good!

• *Getting children up and off to school on time may not be a major problem, but it is one that upsets me almost daily. Have you any suggestions?*

THIS PROBLEM can tax the ingenuity as well as the patience of any parent. There are countless reasons why children may hate to get up or may poke along until they are late for school. Only when you get at the feelings behind a child's behavior will you know how to deal with the situation.

A first step, obviously, is to make sure the child is getting enough sleep. Parents should be able to control bedtime hours fairly adequately. But even with enough hours in bed many children do not sleep soundly because of physical ailments or emotional problems. If your child seems disturbed in his sleep, look into this.

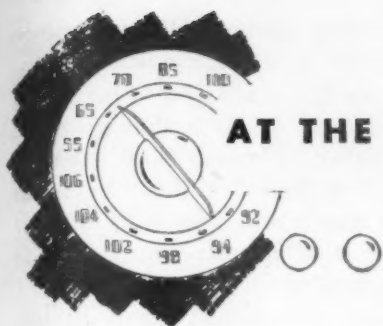
Again, perhaps you are taking so much responsibility that the child feels no need to take any. If this is so, try letting Mary or John miss the bus or be late for school a few mornings.

Or perhaps a very different situation exists. Your child may be fearful of giving up his warm, secure bed and facing the problems and uncertainties of a new day. We've all had that feeling. When Mary's mother realized this possibility she gave up her useless nagging to "Get up!" and planned instead to go into Mary's room each morning. She did not help her, except perhaps to offer her an initial sock or garment. For the most part she talked about pleasant things as she moved around the room. It was not physical assistance so much as the friendly reassurance of another person that Mary needed to help her face the new day.

Or, finally, your child may simply dislike the thought of going to school. If so, why? Possibly some needs are reflected here that will require a lot of thought and work on your part. Or maybe all you need to do is give him something pleasant to anticipate. "Jack wants you to stop by his house and walk to school with him today."

As you see, there is no ready answer. But you yourself will learn what to do as you try to discover how your child feels and why.





## AT THE TURN OF THE DIAL

Thomas D. Rishworth

*National Chairman, Committee on Radio and Television, and  
Director of Radio House, University of Texas*

WE HAVE BEEN told that television is the biggest single factor in returning the modern family to the fireside. Magazines devoted to the home no longer speak of arranging furniture for conversational groups; furniture is now to be arranged in relation to the television receiver. Menus recommended to the housewife of today are those that can be quickly prepared and easily served buffet style for the influx of unexpected guests who have arrived to watch the newest antics of their favorite television comedian. The dominant architectural feature of the modern house is a miniature oil derrick, something called a television antenna, mounted on the roof. Throughout the country, families sit in silence and in darkness eagerly witnessing the television showing of a ten-year-old Class B motion picture.

Football coaches complain of the inroads of television on attendance at stadiums. Baseball managers protest that the television audience prefers to watch the game at home. Teachers and principals report that their pupils spend more time at their TV sets than at their homework. Managers of television networks have even begun negotiations for the profitable popcorn concessions in TV theater studios. And popcorn dealers report steadily larger sales to television families for home consumption.

### Education Goes Begging

There is no denying it. Television is assuming tremendous proportions in our everyday living. It has an undeniable fascination for all ages. Its potentialities as an educational medium are immeasurable. If education is to be a continuing process, then the boundaries of every college campus must be extended to all the people. Radio, where it has been in the hands of men of integrity and operated as a true public service, has already proved that the classroom can be extended to all who will listen. In the field of music, in the realm of public affairs and news analysis, radio has proved itself as a supplementary teacher. Now with television adding sight to sound, the possibilities for education are doubled.

But it must also be admitted that television as it is now developing presents a new problem for the

educator. The bigger it grows, the less educational it becomes. And unfortunately the bigger it grows, the more depressing is the decline of radio as an instrument for the service of education.

It is all a matter of economics. Television is expensive, prohibitively expensive. Soon after the last war the radio station owner with a long view realized that, regardless of cost, he must enter the television field or be lost in the marginal profits of what was left for radio advertising. So to support his television losses for the first few lean years until advertisers were attracted to the newer medium, profits from radio were drained away. The quality of radio programs was increasingly ignored as profits went toward meeting the operating costs of television. And as television drew greater numbers of the radio audience away from their original loyalties and as a greater portion of the advertiser's dollar went to television, all pretense of serving the public was largely forgotten. To win new sponsors television relaxed restrictions on the length of advertising copy. To win new viewers its producers accepted anything for program material—anything from trained seals to wrestlers with permanent waves.

To many of my readers this brief sketch of recent developments may appear to be less than fair. It can be admitted that some television programs do actually give promise of what may be, and it is true that the managers of some television stations may be sincerely concerned with program standards. But the radio and television industry, whenever it is criticized, insists that it is serving the great majority of the American public. By the same token we who occasionally criticize have the right to judge the industry and its accomplishments by the acts of the great majority of station owners.

### The Viewer's Bill of Fare

What are the programs on television? During the week of January 4 to 10, 1951, a conscientious and detailed survey of television offerings on New York City stations was attempted. This survey was the work of the National Association of Educational Broadcasters on behalf of the Joint Committee on Educa-

tional Television, an organization of educational groups and agencies requesting that a portion of the available video channels be reserved for the exclusive use of schools and colleges. Dallas Smythe of the University of Illinois and Donald Horton of the University of Chicago directed the project, both of them trained observers and students of mass media and their sociological influences.

The Smythe-Horton report indicates that a total of 564 program hours were offered on the seven New York City television stations. Of the total program time on all stations,  $35\frac{1}{2}$  hours were devoted to the commercial copy of sponsors. This amounts to 10 per cent of the total time on the air. In the case of one station, 18 per cent of the air time was devoted to advertising copy.

Public issues, either the expression of opinion or discussion and debate, occupied only 2 per cent of the total time—in a period when the whole world is in a constant state of emergency. Four hours, or 1 per cent of the total, went to religion. Of the 564 hours, one hour and seventeen minutes were devoted to serious music—in a city where some of the greatest music in the world is available. Slightly more than five hours, or about 1 per cent of the total, went to public events—in a huge metropolitan area where much of the history of the world is being created. Classic drama merited only a pitiful one and a half hours of the total for all seven stations. The fine arts captured only thirty minutes of programing—in a city of world-famous museums and artists. Science appears on the list with a feeble eighty-five minutes.

### **Mystery, Melodrama, and Mediocrity**

What of variety, vaudeville, quizzes, stunt programs, sports, crime dramas, westerns, and thrillers for children? Crime and western dramas for adults come through with a resounding 16 per cent for the two types combined, or a total of 88 hours. To this we must add another 3 per cent of the total for thrillers and westerns specifically designed for the child audience, or another fifteen hours of program time. Add both the adult and children's programs in the thriller-and-western group, and you have the astounding total of 103 out of 564 hours a week exclusively devoted to the sensational in one form or another, whether cowboys and sheriffs or cops and robbers.

Variety, including both vaudeville and the more informal type in which the headliner convulses his audience by changing hats every two seconds, has a total of 14 per cent, a runner-up for the crime and mystery category already mentioned. Audience par-

ticipation shows, amateur talent auditions, stunts, and quizzes—all programs in which the innocent bystander in the studio audience is asked to reveal his ignorance or stand bravely under a deluge of ice water—account for another 7 per cent. This is a total of thirty-seven hours of mediocrity laid end to end in a single week, in the hands of a succession of quiz masters whose antics are hilariously funny only to themselves and their mothers.

Admittedly there are encouraging items in this same report. Ten per cent of the television programs in New York City are devoted to homemaking, 5 per cent to news. Ten per cent are allotted to sports and related subjects—an understandable emphasis. Children's programs, not counting thrillers or westerns, get another 9 per cent, and still another 9 per cent goes to drama of all types, not including crime or western plays.

Yet it cannot be denied that the Smythe-Horton survey indicates a serious and drastic imbalance in television programing. We admit that television must entertain. We admit that it must have an appeal for millions, or it could never have achieved its present status as a serious competitor to radio, books, newspapers, movies, sports attendance, theater attendance, and nearly all forms of socialized recreation. We admit that television is costly and must sell its sponsors' products to pay its way.

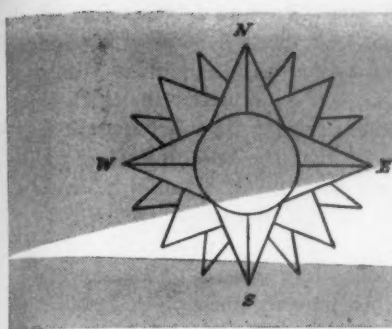
### **A Summons to the P.T.A.**

But is there not something more in television's future than peep shows, jack pots, and whodunits? The very impact of television, compelling as it is, demands that parents and teachers raise their critical levels now, while this new medium is in a comparative state of infancy, and insist on the establishment of program standards. It is imperative, too, that the National Congress of Parents and Teachers reassert the stand already taken in hearings before the Federal Communications Commission, to the end that portions of the television band may be reserved now, before it is too late, for the use of schools and colleges. It is essential that the viewing habits and preferences of our children be controlled and guided, or they may soon lose the capacity of judging which is real—the phony world of the television screen or the actual world as it is outside.

Television today presents life as seen through Venetian blinds. But there must be room in television for the kind of life seen through an open window, a life waiting to be explored in the clean, fresh air by those of us who dare to hope that the world can be made better than it is.

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Television has done more than give broadcasting the gift of sight; it has given our educators an unprecedented opportunity to bring the full benefits of learning to everyone in this country, regardless of creed, race, or economic status. This is an opportunity in keeping with the highest American traditions. We must have the vision to make full use of it.—FRIEDA HENNOCK, *Commissioner, Federal Communications Commission.*



## SEARCHLIGHTS AND COMPASS POINTS

We bring our readers this month some of the important statements made by the country's leading educators at the 1951 convention of the American Association of School Administrators, which met in Atlantic City last February. Since one of the most disturbing and warmly discussed topics was the current organized attack on the public schools, parents and teachers will be especially interested in what these educators have to say about an ominous trend.

### "Some Alternatives Confronting the Schools"

Under the cloak of freedom there is going on in many parts of this country a kind of criticism that is undermining and threatening to destroy some of our most precious institutions. This is especially true in reference to criticism of the schools in community after community. The schools usually have welcomed and usually do welcome reactions of parents and citizens generally, when pointed toward improvement of the schools. Some may resent any kind of criticism, but that attitude is exceptional and ordinarily regarded as unsound.

But the kind of criticism that is pointed toward a destruction of public confidence in the schools—or toward undermining faith in the schools so that their control may be taken over for selfish or partisan purposes—is repugnant to our sense of fair play and the American way of life. The tactics used by some of those who thus criticize to destroy resemble closely the propaganda techniques that were initiated and developed in some countries quite remote from the United States.

Why are these campaigns to take over the public schools successful in so many instances? Sometimes because the schools themselves become negligent concerning self-appraisal and the necessity for progress. When the good people of a community are apathetic and complacent, the selfish move in.

But there are other cases where self-appointed saviors of the schools make use of techniques and procedures that succeed for a time because of certain conditions that ought not to prevail in our country. There is no way to quarantine irresponsible and destructive critics so that their poison may not be spread locally or more generally throughout the nation. . . . Though quarantining them would be impracticable and even undesirable from some standpoints, there is no excuse for going to the other extreme and actually aiding and abetting them. . . .

There is a way to deal effectively with the destructive

critic. First, on a short-term basis, expose him unmercifully and fearlessly for what he is and the kind of tactics he uses. Second, on a long-term basis through education, build up in the human mind tendencies that will inoculate good citizens, who are in the vast majority, against the influence of the fake critic. This means that the schools must, as in dealing with propaganda, incorporate as part of their curriculum the building of defenses in the minds of men—and women—against that kind of critic.

This includes, on the positive side, an ability to exercise critical judgment in a fair and honest manner, directed toward worthy ends. Unless the processes of education do develop constructive critical judgment to neutralize the type of criticism loose in so many of our communities and unless they can successfully combat apathy, prejudice, and complacency in human attitude, it is doubtful whether our kind of country can persist indefinitely in the face of irresponsible, false, and destructive criticism of fanatics and those who criticize ruthlessly for selfish purposes.—ALEXANDER J. STODDARD, *Superintendent of Schools, Los Angeles, California.*

### "Organized Propaganda Against the Public Schools"

Roughly speaking, organized propaganda against the public schools may be divided into two categories. In the first is that propaganda which perennially arises from conservative forces who are perhaps not consciously against the public schools but by nature and practice in favor of limiting their program and (at the moment) of "cutting to the bone" all nondefense tax expenditures. The second includes groups that give no evidence of good will toward the public schools but on the contrary are seemingly determined to hamstring them and take over control.

The conservatives instinctively distrust allowing the schools to deal with social or controversial problems, show an understandable but perhaps undue devotion to the three R's, are usually (almost congenitally) against federal aid for schools. . . . They believe in defense spending but do not see that education . . . ought to have first consideration in a defense program. The sincere conservatives are generally open to factual arguments and persuasive presentation of the values of public education and would not willfully or wittingly destroy the public schools. But by their aversion to taxes or their concern with business they would limit the schools sharply.



The second group appeals to the free riders who want benefits without paying, to those who work for profits only, and to the adventurers who make a living catering to prejudices and stirring up ill will. Their danger to public education comes from the half-truths they publish and speak, from their magnification of the weaknesses of public education, from their conscious effort to sell by endless repetition the idea that the public schools are a failure.

We can join with the first group in serious discussion of the needs of the public schools and can win some to their vigorous support. But the hearts of the second group are not in the right place. We must expose their records and real motives and marshal the parents and citizens of good will against them. We cannot afford either to fear their enmity or to court their friendship. Once the American people are informed and alert we may trust their sense of fair play and their real devotion to our country, which could not have become the world leader it is without the American public school system.—HENRY H. HILL, President, George Peabody College for Teachers.

### **"What Can Be Done To Turn the Tide"**

In these critical times when universal public education is the greatest constructive instrument we have for preserving and increasing democracy's contribution to a free and peaceful world, the public must be roused to the dangers ahead. These dangers are twofold. First and greater is the danger that the support of public education may be too little and too late. Second is the danger of persistent attack, by fair means or foul, from minority groups that for some selfish or subversive reason do not want the American people to become too well educated.

It is my firm belief that the second danger will be minimized in proportion as we overcome the first and that the only certain means of offsetting the one is through strengthening the other. Let us take steps to make sure that *all the people have all the facts all the time* in regard to their public schools. . . .

We need to embark on a crusade that has for its goal the active, generous support of public education by the American public, based on the conviction that this is indeed our first line of defense against the powers of ignorance and evil, big and little, which stalk the earth in sleepless determination to gain their selfish ends.—EDWARD M. TUTTLE, Executive Secretary, National School Boards Association.

### **"Effective Cooperation Between the Public Schools and the Public"**

The primary interest of parents lies in the welfare of their own children. This interest may be capitalized upon to stimulate parents to participate in movements to render service to the schools. This is one of the techniques employed by wide-awake parent-teacher associations. Many elementary schools are conducting parent conferences in lieu of sending home written reports. This plan of talking over, in intimate fashion, the accomplishments of individual children and discussing needs and problems in relation to the welfare of the child is probably one of the most important types of public relations activity that can be carried on by the school teacher. . . .

The spirit of cooperation between public schools and

the community may be greatly enhanced by services which the schools can perform. One of these services is to make available to the community the use of school buildings for community activities. . . . This is one way in which those who pay the tax bill can derive a personal benefit from the schools. The principle that the schools belong to the people can be easily demonstrated by a policy of inviting worth-while community education groups to hold meetings in the schools. . . .

The advantages to the public schools of attempting to secure the widest possible participation of the public in supporting and carrying on the school program are obvious. However, there are hazards that lurk in the path of the school officials who try to promote programs primarily for their publicity value. The public is quick to discern when the schools are seeking merely to demonstrate, rather than to provide, fundamental education. The public has a right to be critical of public schools . . . if a full measure of value is not being received from the school program.—HARRY J. LINTON, Superintendent of Schools, Schenectady, New York.

### **Vesper Address**

There is much talk about faith in these days, but too often the faith men talk about is . . . a faith that some means will be found to make things come out the way we have planned them, and these means are to be such that we shall avoid the troubles, the heartaches, the sacrifices, the long, long waiting that we all dread. If we can teach our people that the glory of our history is that man has found ways to meet the emergencies of life and that intelligence and character have so far brought us through, we may help to instill a reasonable faith in ourselves and our culture. . . .

No teaching would be adequate which centered itself solely on the means that have been used to meet the unknown. The means have sometimes been bad; they have always been inadequate. The important thing to know about our history is what ends we thought we were seeking when we used this means or that. . . .

The aims which men have sought are to be found in our philosophy, in our literature—particularly poetry—and in religion. The educational system which does not allow us to know what men have thought worth doing will not be of much help in our present crisis. You may call these our ideals if you choose. But we had better find a place for them in our teaching if we are going to have a faith that will stand up in the years of trouble.

In matters of religious faith we differ about many things, large and small. But there is one common core in all our varying beliefs: We believe that when we have got to the heart of reality we do not find insanity but order, and we believe that man's highest ideals are attempts to reach reality as truly as his most controlled scientific experiments. If a man believes that the development of free men in honesty and peace is on the side of God, certainly he has more reason to keep his head when those about him are losing theirs. If a man believes that the search for truth is good in the sight of God he will not be easily discouraged at temporary victories by little men. And if he believes in a God of goodness and mercy he will not easily lose heart in a world of injustice.—UMPHREY LEE, President, Southern Methodist University.



## Television on Trial

"HEAR, YE! Hear, ye! All having business before this court, draw ye here. Give your attendance, and ye shall be heard. God save this honorable court and the state of Rhode Island. Your honor, this is case number 605, 'Television on Trial.'"

With these words the sheriff formally opened the court. It was a most extraordinary court because it was convened not in regular session but at a monthly meeting of the Briggs-Almy Junior High School P.T.A., Cranston, Rhode Island. In fact it was the monthly meeting of the Briggs-Almy P.T.A.

We members had decided on a program devoted to television because we had felt it was a good time to learn all we possibly could about this much-talked-of medium and its effect on children. Some of us had television sets in our own homes. The rest of us saw our children go off daily to watch television programs in the homes of friends or, sometimes, of youngsters whose parents were almost strangers to us.

In order to attract and hold the attention of the membership, as well as to bring out all sides of the television issue, we decided on a mock jury trial as a novel and dramatic form of presentation. That we achieved our immediate aim was attested by our unexpectedly large and enthusiastic audience. Even the press showed its interest by sending a feature writer and a photographer.

### Preliminary Preparations

Several speakers were asked to present specific topics, serving as witnesses to testify for or against television. (The time limit for each witness was optimistically set at two minutes.) Our judge, Joseph F. MacAndrew, director of visual education in the Cranston junior high schools, was chosen because of his familiarity with the field and also because he was known to be a fine, experienced speaker with a sense of humor. Homer W. George, our sheriff, kept the court on the alert with his clear, strong voice and knowledge of procedure. Some days before the meeting a letter was sent to each participant, giving him an outline of the program, the names of all other participants and their topics, the form of presentation, the time allotted for cross-examination and charge to the jury.

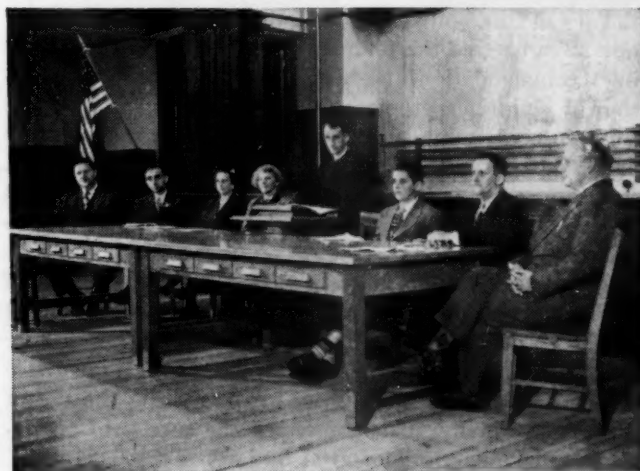
The court was held on a small stage, with the judge's seat raised slightly on another small platform just above the witnesses. Witnesses and sheriff sat at a large table at the front of the stage. (Other P.T.A.'s who try this type of program may find it advisable to "plant" questions among various members of the audience so as to initiate discussion during the cross-examination period.)

Since it was important that the audience, who would be the jury, understand its part in the program, the program chairman included certain instructions in her opening remarks. She cautioned the audience to pay strict attention to the points made by each speaker because, as members of the jury, it would be their duty to decide whether television was guilty or not guilty of being a harmful influence on children. She told them they would be given an opportunity to cross-examine the witnesses after the evidence was in, and she urged them to make note of any questions that occurred to them during the testimony. Pencils and paper were provided for this purpose—and also to record the secret ballot that would be taken at the close of the proceedings.

### The Trial Begins

When the sheriff had opened the court with the familiar "Hear, ye!" Judge MacAndrew called upon the entire audience to be sworn in as jurors. ("Do you hereby swear in the matter now to be heard that you will return a true verdict therein, in accordance with the law and evidence?") We could sense from the hearty response of "I do" that audience participation would be no problem. The judge then named Mrs. Norman Larsen foreman of the jury and called to the stand the first witness, Dr. Frank A. Herrera, an optometrist. He was sworn in by the sheriff, who pretended to write down his name and address.

After questioning the witness on his qualifications the judge asked him to testify on "Television and Its Effect on the Eyes." Dr. Herrera did so, remarking on the re-



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Judge and witnesses face the jury, composed of members of the Briggs-Almy P.T.A., as television stands trial in a unique court session.



sults of watching television for too long or from a bad angle. He made some recommendations and said in conclusion, "In time we become accustomed to anything, and our eyes will eventually become accustomed to TV."

The next witness, Russell Meinhold, state supervisor of audio-visual aids, was called by the judge. After being sworn in and questioned about his qualifications, Professor Meinhold was asked to present his views on "Television and Its Effect on Education." He compared the uses of television and films in the classroom, citing the advantages of each. Then he read "without comment" a list of television programs scheduled for a typical winter evening. (This drew a rueful laugh!)

The same procedure was used for the remaining four witnesses: Charles R. Capace, school principal, who spoke on "Television's Effect in the Classroom"; Mrs. Frederick H. Marshall, a parent, who told "Why I Like TV"; Mrs. Arthur Schaller, another parent, whose topic was "Why I Dislike TV"; and Richard Silven, a ninth-grade student, who went on record as favoring television both for entertainment and for education.

After all the witnesses had testified, they were cross-examined by the jury, each juror directing his question to a particular witness. The judge then charged the jury: "Ladies and gentlemen of the jury, you have been given a very fair presentation of both sides of the question." He proceeded to sum up the evidence. "It is your duty," he concluded, "to decide whether, in view of all the evidence, television is or is not guilty of being a harmful influence on your children. The court also asks that you bring in any recommendations you may have for the improvement of television. You, the jury, must be convinced beyond a reasonable doubt before you can bring in a verdict of 'Guilty.' Otherwise the verdict must be 'Not guilty.'"

It was now the jury's turn to act. The foreman explained to the jurors that they would be divided into several sections, so that each group could talk over the evidence among themselves. Several leaders had been appointed in advance to stimulate discussion, but no stimulation was needed. Only the lateness of the hour brought the jury to the point of a verdict—that and the fact that the reporter and photographer were awaiting the news.

## The Verdict

The foreman arose. The judge asked, "How do you find the defendant, guilty or not guilty?" "Not guilty, your honor," answered the foreman, "but subject to the following recommendations: more parental guidance in the selection of children's programs, more efforts to secure better children's programs, and more emphasis on the need for better advertising." The association then voted to adopt these recommendations as part of its working program and to urge the state congress and television officials to do everything possible to put them into effect.

The entire Briggs-Almy P.T.A. feels that this program was highly worth while, not only because it encouraged widespread interest in a subject of cardinal importance to our children but also because it made us all more aware of our individual responsibility in supervising the use of television. Finally, it demonstrated the success of an unusual program technique—trial by jury.

—MRS. DANIEL H. KOUFFMAN  
Program Chairman, Briggs-Almy P.T.A.



## Contents Noted

### IN OTHER MAGAZINES

"Europe and the Voice of America" by Robert Lewis Shayon.

(*Saturday Review of Literature*, February 3, 1951, page 7.) Voice of America, which started as a small experiment in international broadcasting to counteract the appeal of Communism in Europe, is being recognized more and more as a weapon of incalculable value in the struggle for men's minds. Mr. Shayon ably points out how, on what is still a pitifully inadequate budget in comparison with the sums expended for propaganda by the U.S.S.R., Voice of America nevertheless is reaching an ever growing number of listeners in Western Europe and the satellite countries. A clear and eloquent presentation, much needed at the present time, this article should not be missed. Write to the *Saturday Review* (25 West Forty-fifth Street, New York 19, New York) and inquire whether or not reprints are available.

"Wartime Jitters" by O. Spurgeon English, M.D.

(*Harper's Bazaar*, March 1951, page 158.) Are your nerves on edge these days? Probably. Probably, too, you're straining hard not to show it, especially if there's a teen-age boy in the family—and the chances are he is making the same effort to spare your feelings. As a psychiatrist Dr. English (author of "Troubled Parent, Troubled Child" on page 4) speaks up in favor of facing the causes of this tension and talking about them calmly and candidly, even with little children. He suggests that parents make a special effort to help young people plan their lives in as normal and wholesome a way as possible.

"American Folksongs and Children's Musical Education" by Jacob A. Evanson.

(*National Elementary Principal*, February 1951, page 41.) Maybe you never thought of Pittsburgh, Pennsylvania, as a center of American folksongs. Yet hundreds of them have been gathered in that great industrial area. As an example Mr. Evanson quotes a tantalizing fragment of an American version of "The Froggie Would A-Wooing Go." Such songs are truly the bedrock of our musical culture as well as the easiest for children to learn. The experience in Pittsburgh will inspire other alert music teachers to unearth the songs typical of their regions.

The February *National Elementary Principal*, which is devoted entirely to music education, carries many pointers for teachers that parents too may want to follow up.

"Waste Not—Want Not" by Kenneth E. Oberholtzer.

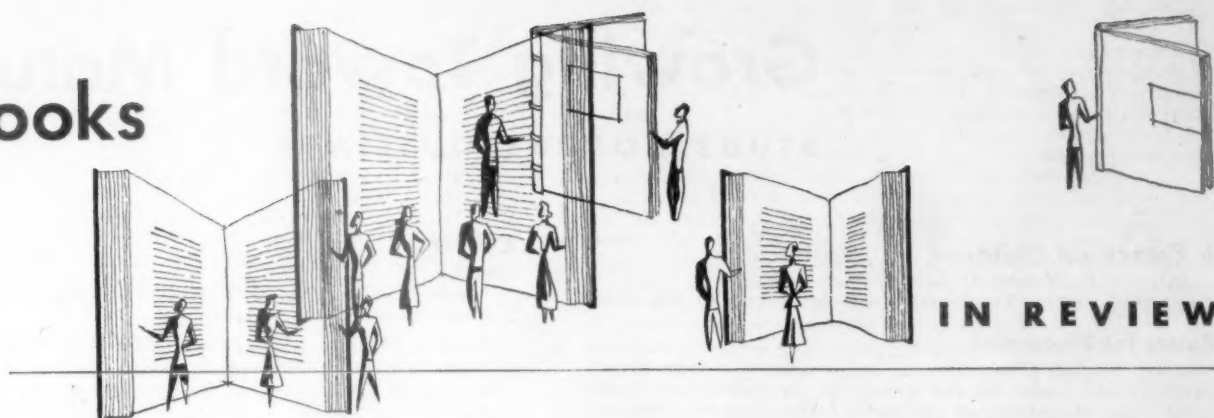
(*N.E.A. Journal*, February 1951, page 110.) Because America has always been a land of abundance, Americans have been wasteful on an extravagant scale. The time has come, however, when a wise use of our natural resources is of crucial importance. This article presents the essentials of a sound conservation program for children in our public schools. It is based on the 1951 yearbook of the American Association of School Administrators, *Conservation Education in American Schools*, which will be reviewed in a later issue of the *National Parent-Teacher*.

"Exempt the Bright Boys?" by Gerald W. Johnson.

(*Harper's Magazine*, March 1951, page 30.) Late last year, in the midst of the debate on the draft, a group of educators advised the director of selective service that young men with I.Q.'s of more than 120 should be exempted from military service, at least until they had finished their education. Here an experienced newspaperman looks behind the issue and comes up with quite a few reasons for disagreeing with the educators.



# Books



ON BEING HUMAN. By *Ashley Montagu*. New York: Henry Schuman, 1950. \$1.95.

Is life on earth always a selfish struggle in which only the fittest survive? Too many of us have held that belief for far too long, says Ashley Montagu, and he marshals the findings of many modern sciences to dispute it. Not all peoples fight, for example. Here and there, as among the Australian aborigines and the Eskimos, harmonious, cooperative living is almost as natural as breathing.

It could be with us, too, for in our own children the cooperative, affectionate response comes first. Competitiveness must be learned. It is because we have become self-centered creatures "out of line with our evolutionary destiny" that the Western World is reaping a harvest of hostility and disorder. And why do people fail to get along with one another? Because so many of them were deprived of love during the first six years of their lives.

It follows, then, that not only is society based on love but that society is love. What we need is a change in our system of values that will put cooperation in the place of competition. And this change can be achieved only through education that adds to the three R's the fourth R of human relations. If cooperation is indeed man's natural preference—and *On Being Human* makes out a persuasive case that it is—then the possibility of world peace draws a great deal nearer.

THE EDUCATION OF MAN. By *Heinrich Pestalozzi*. New York: Philosophical Library, 1951. \$2.75.

A hundred and fifty years ago frequent flogging was the accepted method of making sure that the young were properly instructed. But in the school of Heinrich Pestalozzi, the great Swiss educator who lived from 1746 to 1827, love replaced fear. Startlingly new were his guiding beliefs—that children learn from life situations rather than from rigidly memorized rule books and that each child is a personality to be respected and helped to develop in its own way. His success in the teaching of children was so spectacular that his ideas profoundly altered the philosophy and methods of education in both Europe and America.

This book is a collection of Pestalozzi's pithy remarks about the abiding values with which he was preoccupied throughout his long life—God, humanity, the mind and heart of man, home, poverty, justice, liberty, truth, and wisdom. A great personality is revealed in these pages,

and much of what Pestalozzi had to say is fresh and timely today.

William H. Kilpatrick, revered emeritus professor of education at Teachers College, Columbia University, provided the Introduction.

THE NURSERY SCHOOL: A HUMAN RELATIONSHIPS LABORATORY. By *Katherine H. Read*. Philadelphia: Saunders, 1950. \$3.50.

The parent education consultant of the National Congress of Parents and Teachers for the northwestern region writes knowingly of the nursery school, its goals and its pupils. Little children who are taking their first steps toward social behavior, she points out, can teach the teacher a good deal about human nature that is buried but not obliterated in the adult. Intended as a text for courses in child development, homemaking, family relationships, and education, *The Nursery School* will be read with profit by all parents of young children.

THE SCHOOL IN AMERICAN CULTURE. By *Margaret Mead*. Cambridge, Massachusetts: Harvard University Press, 1951. \$1.50.

It isn't just that our civilization changes rapidly; our children change too. That's what the noted anthropologist, Margaret Mead, emphasizes in this provocative little book on the place of the school in America. (This was Harvard's Inglis Lecture of 1950, by the way.) And for this reason, she warns, the American teacher is likely to grow more and more out of touch with her pupils instead of acquiring the mellow wisdom and assurance that experience brings to teachers in more slow-moving cultures.

To help the teacher keep abreast of the conditions that have been shaping her pupils is, therefore, an important goal of modern education. So that she will have a better comprehension of the sequence of the modern child's experience, Dr. Mead recommends periodic in-service training that would bring every teacher into planned, systematic contact with children of all ages—the little ones who will some day be in her classes and the older ones whose joys and troubles suggest what her own pupils have to look forward to.

Anyone who reads this brilliant analysis of the teacher's predicament in hurry-conscious America will indeed be richly rewarded.

# Growing Toward Maturity

## STUDY COURSE OUTLINES

### I. Preschool Children

Directed by Hunter H. Comly, M.D.  
"Troubled Parent, Troubled Child" (See page 4 of this issue.)

#### Points for Discussion

1. Dr. English emphasizes the importance of a calm atmosphere in the home for the growth of an emotionally stable child. His illustration of the piano string that sets off sympathetic vibrations helps us to understand how feelings are sensed and shared by a child. At what age do you think an infant becomes sensitive to a particular mood of his parents and hence able to respond to it?
2. Have you ever noticed that even a one- or two-year old will laugh loudly and long at a joke told in the family circle? How much of it does he usually understand? Does it matter to him whether he does or not? What other moods have you noticed being communicated to children of this age? Anger? Sadness? Fear? Give several examples from your own experience.
3. Not all authorities would agree with our author that heredity has nothing to do with a child's disposition. It is nevertheless true that many of us are inclined to think certain undesirable tendencies in children must be due to influences outside ourselves. At what age does stubbornness usually appear? What experiences might tend to make a young child excessively stubborn?
4. When a parent realizes that his own mood of depression or vexation has been picked up by the child, through "sympathetic vibration," what steps might be taken to keep it from lasting very long or seeming too important? What experiences of this kind have members of the study group had recently?
5. List and discuss Dr. English's nine points that are essential to good morale in the home.
6. At what age is a child most significantly influenced by measures that are designed to foster and cultivate love?
7. When is the child ready to learn something about orderliness and self-discipline? In what common family experiences does he learn these fundamentals?
8. What are some of the things a child normally does in his search for self-understanding? How important are his "endless questions" as he attempts to reach this developmental goal? If we give him the feeling that his queries are silly and worthless—or boring to us—what might be the effect on him? Why might he become unwholesomely secretive during this stage? Why do you suppose so many parents say their children have never asked any questions about sex?
9. What sort of programs or projects could be set up in the home to encourage cooperative living? Would a regularly scheduled family council help? What techniques are the schools beginning to use that also encourage the capacity for cooperation? Would undue emphasis on competition for grades influence the effectiveness of these programs?
10. What can parents and teachers do together to achieve the goals outlined by Dr. English? Are there any programs in your community that have as their objective the fulfillment of these goals? What new programs should your community have to meet more adequately the needs of troubled parents and troubled children?

#### Program Suggestions

In planning the program for this meeting, reread carefully pages 35-39 of the National Congress publication *Study-Discussion Group Techniques for Parent Education Leaders*, then decide which of the several discussion methods described will best suit your own group and this particular subject. However, guard against the type of informal discussion that leads all too easily into a series of personal confessions in which parents take turns telling about their own troubled times. The leader should see that the discussion is focused on the larger principles brought out in the foregoing questions, drawing upon personal experiences only to illuminate certain important points. As guest consultants it might be well to invite two or three professional persons whose work is directly concerned with (1) parent-child relations in the preschool years, (2) nursery school and kindergarten programs, or (3) community facilities for helping troubled families.

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- Families First*, 17 minutes, sound. New York State Department of Commerce, Film Library, 40 Howard Street, Albany 1, New York.  
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### II. School-age Children

Directed by Sidonie M. Gruenberg  
"Helping the Child Meet Crises" (See page 22 of this issue.)

#### Points for Discussion

1. Conscientious parents are always eager to provide their children with happy experiences in living and to smooth over whatever unhappiness comes along. Often, however, this feeling spills over into the attitude that children must be spared any experience that is difficult or taxing for them. Is this attitude realistic? Does its wisdom depend at all on the age of the child or on any other factors? Can we shield children from the seamier side of life? More important, *should* we so shield them?
2. We know that happy experiences in home and school lay the groundwork for sound personality development in our children. But in what ways does learning to face difficulties and hardships also contribute to sound development? How can parents avoid giving a child too many shocks yet also avoid making his life so easy that he is deprived of the experiences that will strengthen and integrate his personality?
3. Mrs. Gruenberg points out the importance of adjusting our expectations and our interpretations to the child's ability to understand. What kinds of frustration and disappointment can a three-year-old learn to accept? How might we help him to accept the death of his pet kitten realistically yet with reassurance? How might we handle this same situation with a nine-year-old? By what signs can we judge each child's ability to meet a hardship such as this?
4. When might the sharing of a difficult experience with his parents enrich and strengthen a child? When might this same experience frighten and alienate him?
5. Ten-year-old Stevie's father had to leave home and go to the hospital for a serious operation. The family was full of tension. There were closed doors, whispers, and evasive answers to Stevie's queries. The boy's fears and worries increased daily. He felt alone and rejected and showed signs of deep disturbance. How might this crisis have been met in a way that would help Stevie grow in understanding and courage?
6. After their mother died, Bob and Betty, eight-year-old twins, were sent to the home of an aunt until the funeral was over. When they returned to their own home they were unruly and defiant, and to their father they seemed unfeeling and callous. Were they actually unaffected by their loss? Should they have been sent away? Did they suffer less staying with their aunt than if they had remained at home with their father? What did their behavior really indicate?

7. The author reminds us that there is no package of special rules that can be opened and applied in major crises. What, then, are the sources of security and stability that help a child through trying times? How can parents day by day build up those inner reserves in a child that will see him through tragedies and shocks in his life? Discuss some of the ways in which parents can help a child to accept unavoidable frustration.

8. Why is it so important to be honest with our children? Why are children often damaged more by inner confusion and fear than by learning to face facts, however difficult they may be? What happens when we deceive a child about a coming trip to the hospital? About an impending divorce? What measures will help children to accept (1) physical pain and (2) separation?

### Program Suggestions

This topic can be a source of real reassurance and true inspiration to members of the study group. Amid the constant pressures and uncertainties of modern living parents often have a hard time finding values and convictions to sustain the family during periods of deep stress. For this meeting, therefore, it might be interesting to tap your community for a group of two or three experienced, mature adults who have worked professionally with families, in a school, in a family service agency, in a church organization, or a rehabilitation center. An understanding teacher or principal has seen many youngsters come through school crises. A family service worker has been close to human troubles throughout her career and knows how people can summon strength to meet difficulties. Clergymen and church workers often help both adolescents and parents with emotional and spiritual problems, and a director or therapist in a rehabilitation center has much to tell of human worth and dignity in overcoming handicaps. Using these guests as resource persons, conduct a panel discussion of the foregoing points. After all panel members have presented their views, throw the meeting open to general discussion.

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- Child Study Association of America. *Parents' Questions*. Revised edition. New York: Harper, 1947.
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#### Journals:

- "Children Who Are Different," *Child Study*, Spring 1951.
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- Gottlieb, Jacques S., M.D. "Health Springs from Both—Body and Mind," December 1950, pp. 4-6. Study course outline, p. 31.
- Shirley, Hale F., M.D. "Preventing Emotional Problems," September 1949, pp. 7-9. Study course outline, p. 34.

### III. Adolescents

Directed by Ralph H. Ojemann and Eva H. Grant

"Keeping Mentally Fit" (See page 7 of this issue.)

#### Points for Discussion

1. What are some possible reasons why we have less scientific knowledge about the psychology of adolescence than we do about the first five years of childhood?
2. Adolescent youngsters often seem erratic, moody, or sometimes downright unreasonable because they are the victims of disturbing conflicts. There is the conflict between wanting to be oneself, an individual, and wanting to belong to a gang, where everyone tries to look and act just like everyone else. There is the conflict between wanting to be independent and still needing the support and help of one's family. What are some of the other conflicts that are likely to beset adolescents? Can parents be of help if they understand what is going on? What is their role during their children's adolescent years?
3. According to Dr. Frank, what are some of the major worries of the adolescent? How can each be handled? What kind of guidance are parents best fitted to give? What kind is more successfully given by counselors outside the family?

4. Mrs. Winthrop wailed to her best friend over the phone, "I just can't understand Henrietta! One minute she acts like a responsible grownup, and the next minute she's as helpless as a child. Whatever will she do when she goes to college next year?" How would you answer Mrs. Winthrop? Do you know any teen-aged Henriettas or Henrys whose behavior varies from adult to infantile? Cite and discuss specific incidents. What are some of the underlying reasons for such wide-ranging conduct? (Incidentally, do grownups always act like grownups?)

5. Should parents make it a policy never to "lay down the law" to adolescents on the subject of dress, make-up, spending money, dating, driving cars, and keeping late hours? If not, what should be their policy? Should the schools keep hands off and leave such matters entirely to the parents? In this connection comment on a statement made by the psychologist Arthur T. Jersild: "Youngsters want far more attention paid to the personal, practical, and moral problems of living than the high schools usually offer."

6. What civic and national responsibilities should today's teen-agers be prepared to undertake tomorrow? Do these differ from the adult responsibilities that we, their elders, supposedly looked forward to in our own adolescence? If so, how? What is your high school doing to educate its students for responsible citizenship?

7. Psychologists studying the needs of teen-age youth have found that in neighborhoods where time and money have been wisely spent to provide adolescents with an abundant social life, standards of character and conduct are high and delinquent behavior is almost nonexistent. How much does your community do for its young people? Specifically what is being done by (1) the various churches, (2) the youth-serving organizations, (3) the schools, and (4) the P.T.A. to keep young folk happy and busy at worth-while activities? What more needs to be done? How can your P.T.A. help?

8. What does Dr. Frank mean by the "image of the self," and in what way does it influence the mental fitness of the adolescent? Trace the development of this image.

9. In a world where ideas are being challenged, why is it so vital that adults not only give lip service to the human values they profess to uphold but by their own daily conduct show how deeply they believe in these moral and ethical standards?

### Program Suggestions

A carefully selected panel of parents and teachers and possibly a well-qualified guest or two might take up the above "Points for Discussion," each point constituting a topic for which the panel member should prepare himself in advance. It would be interesting and highly profitable to have one or two young people serve as consultants, or resource persons. At the close of the discussion, before the meeting is thrown open to questions, answers, and comments from the entire group, the consultants and panel members might take fifteen minutes to draft a "Code of Conduct for Young People" that would be acceptable to both adolescents and their parents. Or these same fifteen minutes might be devoted to a talk on the counseling services available to the youth of the community.

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- Fleming, C. M. *Adolescence, Its Social Psychology*. New York: International Universities Press, 1949.
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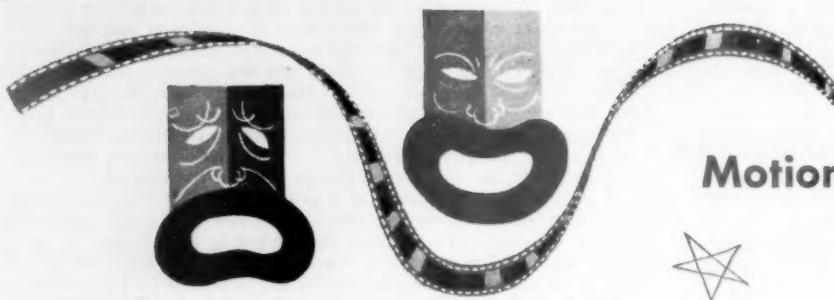
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## Motion Picture Previews

EVERY DELEGATE to the forthcoming convention of the National Congress of Parents and Teachers at Miami Beach, Florida, may have an opportunity to preview an unreleased entertainment film of general interest to P.T.A. members and to try his or her skill in writing a review of it. Through the cooperation of the Motion Picture Association of America we hope to arrange for the showing of a full-length feature picture as part of the evening program on Monday, May 21. A preview form will be given each person in the audience to fill out and file at registration headquarters sometime before the close of the convention.

Here are some suggestions for evaluating an entertainment film, as prepared for previewers by representatives of the Motion Picture Association of America. First, in appraising the *entertainment values* of a motion picture these points should be considered:

1. Is the story well told?
2. Does it carry to a climax and give you a sense of coordinated movement toward a definite end?
3. Are the players well cast?
4. Do they give you a feeling of reality?
5. Does the picture have beauty and charm of landscape, light and shade, human loveliness, gripping realism?
6. Is it produced with imagination, originality, vividness, and humor?

Points to be considered in regard to *artistic and technical excellence* are these:

1. Has the producer made good use of the subject matter?
2. How well has the director unified and balanced the picture by the use of the elements at his disposal?
3. Is there a captivating, real-life quality about the acting, gained through sensitive understanding of the roles portrayed? What about voice quality, diction, timing?
4. In what measure do sets and costumes contribute to the various moods of the scenes?
5. What of the lighting and camera angles? The director of photography must use his art to make you see and feel the things the director of the film wants you to see and feel.
6. Are the scenes carried forward in logical dramatic sequence?
7. In what measure does the musical score contribute to the total effect?

When we consider ethical and social values, the first question to ask ourselves is "What is a good motion picture?" To the exhibitor a picture cannot be "good" if it fails at the box office. To the artistically minded "good" means high quality in artistic, dramatic, and technical treatment. To the socially minded "good" means ethically right. Probably a truly good motion picture measures up to all these standards, for fine artistic achievement is closely related to ethical values.

We should judge the *ethical and social worth* of the picture as a whole, then, asking ourselves:

1. Is it constructive, negative, or destructive?
2. Does it make a contribution toward improving social conditions?
3. Does it encourage support of established American institutions, such as family, church, law, and so on?
4. Does it arouse a feeling of social responsibility, of patriotism, of reverence?
5. Does it stimulate general good will?
6. Does it tend to improve the human race?

—BRUCE E. MAHAN

### DIRECTOR

BRUCE E. MAHAN, *National Chairman, Visual Education and Motion Pictures*

### CHAIRMAN OF PREVIEWING COMMITTEE

MRS. ALBERT L. GARDNER

### PREVIEW EDITOR, ENTERTAINMENT FILMS

MRS. LOUIS L. BUCKLIN

## JUNIOR MATINEE

From 8 to 14 years

**Blue Blood**—Monogram. Direction, Lew Landers. Animal lovers should find this sentimental story of an old trainer and a broken-down race horse sympathetic and appealing. Hitchhiking south in search of a job, the old man meets the beautiful daughter of a wealthy horse breeder. He induces her and a handsome young neighbor who owns a near-by stable to help him buy a race horse being driven to slaughter and to give him a place to train it. Color photography lends a sunny warmth to pastures, training tracks, and race horses—in harmony with the attractive personalities in the play. Cast: Jane Nigh, Arthur Shields, Bill Williams.

Adults	14-18	8-14
Fair	Fair	Fair

**Bowery Battalion**—Monogram. Direction, William Beaudine. A mediocre, slapstick farce deals with the antics of five Bowery boys taking basic training in an army camp. Their capers include the capture of spies who are after the secret of a death-dealing hydrogen ray. Cast: Leo Gorcey, William Benedict.

Adults	14-18	8-14
Poor	Yes	Yes

**David Copperfield**—MGM. Direction, George Cukor. This re-issue, originally produced in 1935, gives us a minor masterpiece that can never be out of date. We see stars such as the late W. C. Fields in his prime, playing with inimitable perfection the droll Mr. Micawber. Edna May Oliver as the lovable, peremptory Betsy Trotwood and Roland Young as Uriah Heep will be remembered with warm pleasure by adults and enjoyed heartily for the first time by young people. This condensed yet still rich and ramified version of Dickens' story possesses not only the characters and the plot of the original but also its warm sentiment. The picture will prove an excellent introduction to Dickens for high school students. Cast: W. C. Fields, Maureen O'Sullivan, Freddie Bartholomew, Basil Rathbone, Edna May Oliver, Roland Young.

Adults	14-18	8-14
Excellent	Excellent	Mature and too long for eight- to ten-year-olds

**Harlem Globetrotters**—Columbia. Direction, Phil Brown. A pleasing, unpretentious little picture tells a story about good sportsmanship as shown by the activities of the Harlem Globetrotters, a real all-Negro championship basketball team. A chemistry honor student and all-American basketball player quits school and joins the Globetrotters to make money but soon learns that this particular team stands for much more than that. There are a number of scenes from brilliantly played basketball games, and humor is supplied by the clowning, trick shots, and ball passing of the players, particularly by the amazing "Goose" Tatum. Cast: William Brown, Thomas Gomez, the Harlem Globetrotters.

Adults	14-18	8-14
Very good	Excellent	Excellent

**Ridin' the Outlaw Trail**—Columbia. Direction, Fred F. Sears. This Durango Kid western deals with outlaws and stolen gold.

Smiley Burnette does his usual singing against the routine background of fast riding and hard fighting. Cast: Charles Starrett, Smiley Burnette, Sunny Vickers.

Adults	14-18	8-14
Mediocre	Yes	Yes

**Rough Riders of Durango**—Republic. Direction, Fred C. Bannon. The time-tested formula for a popular western—simple plot, plenty of fast action with guns and horses, and the ultimate triumph of the hero—is all here with "Rocky" Lane playing another breezily heroic role. Cast: Allan "Rocky" Lane, Walter Baldwin.

Adults	14-18	8-14
Western fans	Yes	Yes

**Royal Wedding**—MGM. Direction, Stanley Donen. A delightful musical with Fred Astaire in top form and Jane Powell a sparkling and attractive dance partner. The story, which has to do with a brother and sister song-and-dance team, is reminiscent of Fred Astaire's own early career with Adele Astaire. The couple are invited to England by their agent's twin brother at the time of the royal wedding. Keenan Wynn, playing the part of both brothers, does an amusing mimicry of a slangy American and a very British Britisher in an across-the-Atlantic telephone conversation. The scenes aboard the ocean liner include a brilliant dance novelty on the gymnasium apparatus. Later



Trick photography enlivens this scene from *Royal Wedding*, with Fred Astaire at his faultless best.

Mr. Astaire dances with magical exuberance, via trick photography, over the walls and ceilings of his hotel room. Actual shots of the princess in her royal carriage going to and from her home to Westminster Abbey are woven into the beautiful English scenes. A nice emphasis on the fine relationship of a brother and sister who work together with complete understanding adds warmth to the expertly produced and acted musical comedy. Sarah Churchill, daughter of Winston Churchill, furnishes an attractive love interest. Cast: Fred Astaire, Jane Powell, Sarah Churchill, Keenan Wynn.

Adults	14-18	8-14
Excellent	Excellent	Good

## FAMILY

*Suitable for children accompanied by adults*

**Air Cadet**—Universal-International. Direction, Joseph Pevny. From the opening scene, introduced by the stirring air force song, to the final one in which each successful cadet receives his wings, this colorful story of the training of army fliers is calculated to make every male under sixty yearn for a career in the air. The film makes clear that this is no ambition easy of fulfillment, no simple road to becoming a romantic figure. Of the four cadets whose career the picture follows, one is "washed out" at an early stage. The other three struggle hard through the hazing, strict discipline, and rigorous training that weed out the unfit. There may be psychological hazards, too, as shown by the feud between an emotionally disturbed major and a cadet. Detracting from the effectiveness of this episode—and the wholesomeness of the picture for children—is the introduction of a feminine angle in the form of the major's wife. A great part of the picture's appeal comes from the excellent photography. The shots of the aeroglet team swooping, twisting,

and turning in perfect unison, with only nineteen inches' clearance between wing tips, are thrilling and beautiful. Cast: Stephen McNally, Gail Russell.

Adults	14-18	8-14
Good	Good	Yes

**Call Me Mister**—20th Century-Fox. Direction, Lloyd Bacon. Suggested by the Broadway production of the same name, this lavish Betty Grable-Dan Dailey musical takes place in Japan at the end of World War II and highlights the talent shows put on for the soldiers as they wait for embarkation to the United States. A routine plot that tells of the marital ups and downs of two people engaged in show business serves to hold together the comedy skits and song-and-dance acts of uneven quality. The best of these is Danny Thomas' "Lament of the Pots and Pans." Cast: Betty Grable, Dan Dailey, Danny Thomas.

Adults	14-18	8-14
Fair	Fair	Yes

**Lights Out**—Universal-International. Direction, Mark Robson. It is seldom that artistry illuminates a social problem with such inspiring honesty as it does in this fine film, which transfers to the screen Baynard Kendrick's novel of the rehabilitation of a blind veteran. A young Southern soldier is blinded during the North African campaign of 1943 and evacuated to the Valley Forge General Hospital in Pennsylvania. How he slowly and falteringly grows up through his efforts to overcome his handicap is movingly and sensitively told. Because audiences will enter deeply into his struggle, the picture should give people a better understanding of the human problems of the handicapped. The characterizations in the picture are excellent. Direction is intelligent and perceptive, and the background of information about the assistance that can be given to the blind by intelligent, trained workers is accurate. A picture of distinction to be widely recommended. Cast: Arthur Kennedy, Peggy Dow.

Adults	14-18	8-14
Excellent	Excellent	Mature

**Ma and Pa Kettle Back on the Farm**—Universal-International. Direction, Edward Sedgwick. In this latest addition to the story of the Kettle family, Ma and Pa are called upon to deal with some formidable in-laws who come to supervise the arrival and care of the first Kettle grandson. The farce is full of the robust humor that has characterized the earlier Kettle scripts. If you like comedy where a friendly slap on the back knocks you flat and dislodges a couple of front teeth, if doors that fall off hinges and buildings that collapse at a touch strike you as uproarious, if a raucous-voiced female and a man who frequently appears in long drawers and a derby hat embody the essential elements of humor—then you cannot fail to enjoy this picture. It is all hearty, somewhat vulgar fun, a comedy the family can laugh at together if they like this type of humor. Cast: Marjorie Main, Percy Kilbride.

Adults	14-18	8-14
Matter of taste	Matter of taste	Yes

**The Mating Season**—Paramount. Direction, Mitchell Leisen. A gay comedy-farce whose escapist but warmly wholesome humor is based on the difference in social status between a young man, whose mother runs a hamburger stand, and his wife, who is the daughter of an ambassador. The chuckles are continuous as the mother (played by Thelma Ritter, who steals the show) goes to visit her new daughter-in-law wearing her hard-earned eighteen-dollar hat and is mistaken for the new maid. Direction is light and sure, acting expert, and dialogue delightfully crisp. Cast: John Lund, Gene Tierney, Thelma Ritter.

Adults	14-18	8-14
Very good	Good	Yes

**Quebec**—Paramount. Direction, George Templeton. This picture might have been a sardonic commentary on romantic revolution, or it might have been a lively, picturesque adventure story played against a picture book version of Quebec in 1837. Unfortunately, however, its weight of confused purpose makes it no more than a futile, static tale of intrigue and rebellion. Constant frustration and lack of hope characterize the somewhat wooden conversations of the ringleaders, the glamorous La Fleur, and her former lover, a political exile. The keynote is spoken by wise Father Antoine, who suggests that revolutions are brought about by strong, willful people working out their own disappointments in life and that truly effective revolution can be achieved within the framework of the law. Against the feeling of ineffectuality even the exciting scenes in which the *voyageurs* cross the river to seize the stronghold of Quebec, and the red coats in full regalia come out to meet them, lack drama, and the bloodshed is useless. John Barrymore, Jr., is



attractive as La Fleur's son. Cast: Corinne Calvet, John Barrymore, Jr.

Adults	14-18	8-14
Mediocre	Mediocre	Poor

**Three Guys Named Mike**—MGM. Direction, Charles Walters. A light, gay comedy about a pretty and impulsive air line stewardess who makes a success of her job and acquires three eligible suitors. There are excellent shots of planes taking off and landing, and the ease and comfort of travel by such means is attractively shown. Van Johnson, Barry Sullivan, and Howard Keel as a scientist, an advertising man, and an air line pilot, respectively, give good performances as gentlemen in love. Cast: Jane Wyman, Van Johnson, Barry Sullivan, Howard Keel.

Adults	14-18	8-14
Good	Yes	Of little interest

**Up Front**—Universal-International. Direction, Alexander Hall. Bill Mauldin's famous G.I.'s, Joe and Willie, tumble hilariously from the pages of his book onto the screen. There they enact once more the lively adventures that have endeared them to so many. In their efforts to get together again the two battle-hardened buddies, who have fought side by side through mud and muck from Sicily to Naples but are now separated by Joe's hospitalization, get into every kind of scrape. They steal passes and a uniform, get constantly involved with M.P.'s, are mixed up in a bootlegger's trial, and finally commandeer a black market truck to reach their own company. The cheerful, rugged brand of American and especially G.I. humor, with undertones of pathos characteristic of the book, comes through effectively in the film. Joe and Willie seem the actual counterparts of their cartoon selves. Direction and dialogue are good. Cast: David Wayne, Tom Ewell.

Adults	14-18	8-14
Good	Good	Yes

**Why Korea?**—Fox-Movietone Newsreel. By pictorial sequences dating from Japan's invasion of Manchuria during the existence of the League of Nations, through the Italian attack on Ethiopia, World War II, and finally the Soviet activities in the satellite countries, this short film editorial explains the need for all-out military preparedness in the United States. We must stop Soviet aggression, the thesis states, before the conflagration spreads.

Adults	14-18	8-14
Thought-provoking	Yes	Yes

**A Yank in Korea**—Columbia. Direction, Lew Landers. The theme of this simple, straightforward story about the Americans who made up the retreating army in the early days of the Korean War was suggested by an actual letter that a soldier wrote to his two children and that reached them several months after he was killed. Although the film shows evidence of being rather hurriedly put together, particularly in the somewhat abrupt ending, the story is often moving and the characterizations sincere. Cast: Lon McCallister, William Phillips.

Adults	14-18	8-14
Good	Good	If interpreted by parents

## ADULT

**Al Jennings of Oklahoma**—Columbia. Direction, Ray Nazarre. Although this western is supposedly based on authentic historical incidents, the underlying conception of human values is so poor as to put it in a class with hoodlum gangster pictures. Here, however, we are denied even the crime-does-not-pay ending because the outlaw secures a President's pardon. Al Jennings, the sneering, insolent young lawyer who is led into crime through his uncontrollable temper, is well played by Dan Duryea. An unpleasant, brutal, and humorless melodrama. Cast: Dan Duryea, Gale Storm, Dick Foran.

Adults	14-18	8-14
Matter of taste	Poor	No

**Cause for Alarm**—MGM. Direction, Tay Garnett. A taut, suspense-filled drama centered around the desperate efforts of a wife to get back a letter sent by her mentally deranged husband to the district attorney, falsely accusing her and their family doctor of a plot to murder him. There is a clever surprise ending, and direction and acting are good. Cast: Loretta Young, Barry Sullivan.

Adults	14-18	8-14
Good of its kind	Fair	No

**The Long Dark Hall**—Eagle-Lion. Direction, Anthony Bushell, Reginald Beck. Slow in pace and gloomy, this melodrama relates the trial of a man accused of murdering his sweetheart.

Flashback and testimony unfold the story, which is neither new nor too expertly handled. Specific instances in which the acting is exceptionally good, such as the prosecuting attorney's attack in the courtroom, do not occur often enough to relieve the tedium of the film. Rex Harrison and Lilli Palmer do workmanlike jobs but are not at their best. Certain minor characterizations have quality, yet the production as a whole illuminates but flickeringly *The Long Dark Hall*. Cast: Rex Harrison, Lilli Palmer.

Adults	14-18	8-14
Poor	Poor	No

**Lucky Nick Cain**—20th Century-Fox. Direction, Joseph M. Newman. A George Raft thriller, replete with gambling, counterfeiting, and a murder mystery, takes place in interesting Italian settings. Cast: George Raft, Coleen Gray.

Adults	14-18	8-14
Routine	Poor	No

**Only the Valiant**—Warner Brothers. Direction, King Vidor. A violent and bloody film, based on a novel by Charles Marquis Warren, tells a fierce tale of Indian warfare in the New Mexico desert. It opens with the burning of Fort Invincible as war-painted Apaches whoop madly away, leaving dead and tortured cavalymen strewn all around. It goes on to describe in vivid, hate-filled terms, the relations between a stern, disciplinarian captain and his hostile men, revealed by the rigors of war and desert hardship. Characters are made to seem real mostly through the vigor with which their roles are enacted. "Bad" Indians are prevalent. For many the fierce cruelty depicted here will not be easy to take, although direction is good, and the desert scenes are beautifully photographed. Cast: Gregory Peck, Barbara Peyton.

Adults	14-18	8-14
Matter of taste	Yes	No

**Payment on Demand**—RKO. Direction, Curtis Bernhardt. Bette Davis fans will enjoy watching their favorite enact another of her "hateful" woman roles, this time a loyal but too materialistic wife who is happy with the luxuries she has lied and cheated to help her husband secure. Although he has gone along with her in the achievement of financial success (however reluctantly), he now yearns for the finer things of life and asks for a divorce. The play is smoothly produced and well acted, but the characterizations are too crudely presented for serious drama. Exceptions are the scenes in the divorce lawyer's office and the scene in the West Indies where the new divorcee meets an old divorcee. Jane Cowl gives a polished performance as the older woman. Cast: Bette Davis, Barry Sullivan, Jane Cowl.

Adults	14-18	8-14
Routine	Poor	No

**Raton Pass**—Warner Brothers. Direction, Edwin L. Marin. A purposeless, poorly produced, and violence-packed western having to do with a range war between ranch owners and homesteaders in New Mexico territory. Human values are very poor. Cast: Dennis Morgan, Patricia Neal.

Adults	14-18	8-14
Poor	Poor	No

**Spoilers of the Plains**—Republic. Direction, William Witney. Roy Rogers, owner of an oil-supplying pipe line, becomes involved with a gang of outlaws who are trying to steal a formula for making rockets that will forecast weather. Excessive brutality makes this a poor picture for children. Cast: Roy Rogers, Penny Edwards.

Adults	14-18	8-14
Poor	Poor	Poor

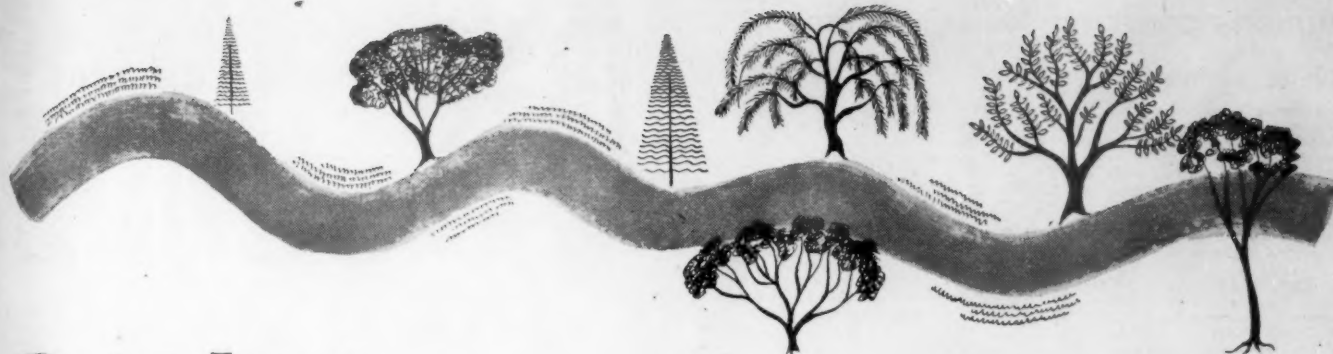
**Sugarfoot**—Warner Brothers. Direction, Edwin L. Marin. A ludicrous melodrama that substitutes a stilted love triangle for the rugged background and hard riding of the usual western. The dialogue and characterizations are so absurd as to cause laughter. Cast: Randolph Scott, Adele Jergens.

Adults	14-18	8-14
Poor	Poor	No

**Vengeance Valley**—MGM. Direction, Richard Thorpe. Beautifully photographed scenery, a swift-moving plot, and excellent acting make this a superior western for adult fans. It is the story of two brothers' vengeful efforts to find the father of their sister's illegitimate child. Drama mounts as the man they suspect struggles to shield the real culprit, his foster brother, in order to protect the boy's father. Burt Lancaster and Robert Walker portray the foster brothers with vigor and understanding. Cast: Burt Lancaster, Robert Walker, Joanne Dru.

Adults	14-18	8-14
Good	Yes	No





## Poetry Lane

### *Smoke by Day and Fire by Night*

Now in our naked woods two lights  
Light the spring days and the nights.  
Purple fires smoke by day;  
White flames loom when hylas play.  
Rhodora's myriad blossoms smoke  
Under the maple and the oak.  
The delicate tongues of its dark fire  
Change to mysteries woods entire.  
But the mauve rhodora fades  
Under the first star in the glades.  
Then shadbush shines that was not there  
When sunlight gilded the thick air.  
Tree on tree off into night  
Spring sudden fires, white on white.  
All the earth unearthly looms  
By light of trees that are whole blooms.  
All the livelong night's deep hush  
Is flowered with the burning bush.  
Then the sun slants through bare oaks,  
And earth with dark rhodora smokes.

—ROBERT P. TRISTRAM COFFIN

### *Chance Meeting*

They say that sometimes love can be discerned  
By the way eyes meet across a crowded room. . . .  
While we had walked in open places, turned  
To comment on the fragrance of the bloom  
Of wild plum, laughed together on a hill,  
Looked at each other when the big waves shook  
Our boat, and vowed it must not rain until  
We had our silvery catch. Oh, many a look  
Had passed between us thus around the year,  
And over food, and music heard together,  
In azure-eyed and dark, inclement weather.  
Yet it was needful for this meeting here,  
*Just as they said*, before I finally knew  
My world was bounded by a look from you.

—ELAINE V. EMANS

### *Woods of Youth*

Birds sang;  
God brooded near;  
The wet scent of last year's rotting leaves  
Grew warm and green.  
  
I have wandered far  
And have known rapture, death,  
And numbness.  
The dry dust of success has parched my eyes.  
My way is lost.  
  
But the woods have grown on  
Always,  
And spring is there once more.  
I hear the wings of the returning birds.

—GLADYS EDGERTON

### *Ironically—*

When I hung out gay pinafores in rows  
I wanted time for flowers, not washing clothes.  
Now leisurely I plant a tulip bed  
And wish for rows of pinafores instead.

—ELOISE WADE HACKETT

### *Filtered Impressions*

I'm glad that I can still remember her,  
My grandmother. Things children hear and see  
And feel lie dormant and begin to stir  
In adult years, translated suddenly  
Like some forgotten phrase one memorized  
In childhood, now by life interpreted—  
Filtered impressions never analyzed.  
There is one thing that she so often said:  
"Just live above it," her philosophy.  
She always was immaculately neat.  
Her keen, quick sense of humor readily  
Flashed out. Her trunk lid lifted brought the sweet,  
Faint scent of rose leaves. Yes, the word *serene*  
Best fitted her—and Grandpa called her "Queen."

—ISLA PASCHAL RICHARDSON

## MOTION PICTURES PREVIOUSLY REVIEWED

### Junior Matinee

*The Blazing Sun*—Children, fair; adults, for western fans.  
*The Children*—Young children, excellent; older children and adults, good.  
*Double Crossbones*—Children, excellent; adults, very good.  
*Gasoline Alley*—Young children, yes; older children, good; adults, fair.  
*The Happiest Days of Your Life*—Good for all ages.  
*I'd Climb the Highest Mountain*—Young children, yes; older children and adults, very good.  
*The Kangaroo Kid*—Fair for all ages.  
*Kim*—Young children, excellent; older children and adults, good.  
*Law of the Badlands*—Young children, yes; older children and adults, western fans.  
*The Mudlark*—Excellent for all ages.  
*Prairie Roundup*—Young children, yes; older children and adults, for western fans.  
*Raiders of Tomahawk Creek*—Children, fair; adults, for western fans.  
*Rio Grande*—Excellent for all ages.  
*Rio Grande Patrol*—Children, mediocre; adults, for western fans.  
*Sunset in the West*—Children, yes; adults, for western fans.  
*Tomahawk*—Good for all ages.  
*Trail of Robin Hood*—Children, fair; adults, poor.  
*Two Lost Worlds*—Poor for all ages.  
*Two Weeks with Love*—Excellent for all ages.  
*Under Mexicali Stars*—Young children, good; older children and adults, good western.  
*The West Point Story*—Young children, good; older children, excellent; adults very good.

### Family

*Bedtime for Bonzo*—Young children, mature; older children and adults, good.  
*Branded*—Young children, yes; older children and adults, western fans.  
*Counterspy Meets Scotland Yard*—Young children, mature; older children and adults, good of its type.  
*Dallas*—Young children, no; older children, poor; adults, western fans.  
*The First Legion*—Young children, mature; older children and adults, good.  
*Flying Missile*—Young children, yes; older children and adults, good.  
*The Goldbergs*—Young children, yes; older children and adults, good.  
*Grandma Moses*—Young children, good; older children and adults, excellent.  
*The Groom Wore Spurs*—Young children, sophisticated; older children and adults, fair.  
*Halls of Montezuma*—Young children, no; older children, tense but good; adults, excellent.  
*The Jackpot*—Young children, yes; older children and adults, good.  
*Last of the Buccaneers*—Young children, poor; older children and adults, mediocre.  
*The Magnificent Yankee*—Young children, of little interest; older children, good; adults, very good.  
*Mystery Submarine*—Young children, poor; older children, yes; adults, good.  
*Of Men and Music*—Young children, very good, with advance preparation; older children and adults, very good.  
*Operation Disaster*—Young children, too tense; older children and adults, excellent.  
*Operation Pacific*—Young children, tense; older children and adults, fair.  
*Pagan Love Song*—Young children, yes; older children and adults, fair.  
*Paris 1900*—Young children, mature; older children and adults, interesting.  
*Patterns for Survival*—Young children, with adult interpretation; older children and adults, excellent.  
*Pigmy Island*—Poor for all ages.  
*Pride of Maryland*—Fair for all ages.  
*Rocky Mountain*—Young children, yes; older children and adults, good of its type.  
*State Secret*—Young children, tense; older children, good; adults, very good.  
*Target Unknown*—Young children, tense; older children and adults, good.  
*Tripoli*—Young children, yes; older children and adults, good.

### Adult

*All About Eve*—Young children, no; older children, mature; adults, excellent.  
*At War with the Army*—Young children, no; older children, poor; adults, matter of taste.  
*Born Yesterday*—Young children, no; older children, sophisticated; adults, good.  
*Buckaroo Sheriff of Texas*—Young children, no; older children, poor; adults, mediocre.  
*The Company She Keeps*—Young children, no; older children and adults, fair.  
*Cry Danger*—Poor for all ages.  
*Double Deal*—Young children, no; older children and adults, poor.  
*The Enforcer*—Young children, no; older children, poor; adults, good of its type.  
*Experiment Alcatraz*—Young children, poor; older children and adults, fair.  
*Freddie*—Young children, no; older children and adults, poor.  
*Gambling House*—Young children, no; older children, poor; adults, fair.  
*The Great Missouri Raid*—Young children, no; older children and adults, poor.  
*Grounds for Marriage*—Young children, no; older children and adults, mediocre.  
*Harvey*—Young children, no; older children, fair; adults, good.  
*Highway 301*—Young children, no; older children, poor; adults, good crime melodrama.  
*The Man Who Cheated Himself*—Young children, no; older children, poor; adults, good of its type.  
*The Miniver Story*—Young children, no; older children, poor; adults, yes.  
*My Forbidden Past*—Young children, no; older children and adults, poor.  
*Operation X*—Young children, no; older children and adults, fair.  
*Rowhide*—Young children, no; older children and adults, poor.  
*Revenue Agent*—Mediocre for all ages.  
*Seven Days to Noon*—Young children, too tense; older children, good; adults, excellent.  
*The Sound of Fury*—Young children, too tense; older children, tense but thought-provoking; adults, thought-provoking.  
*Storm Warning*—Young children, no; older children, poor; adults, sensational.  
*Teresa*—Young children, mature; older children and adults, good.  
*The Thirteenth Letter*—Young children, no; older children, good; adults, good mystery.  
*To Please a Lady*—Young children, no; older children and adults, mediocre.  
*Trio*—Young children, mature; older children, good; adults, excellent.  
*Two Flags West*—Young children, tense; older children and adults, good of its kind.  
*Under the Gun*—Poor for all ages.  
*Vendetta*—Young children, no; older children and adults, fair.  
*Walk Softly, Stranger*—Young children, no; older children and adults, poor.  
*Woman on the Run*—Young children, no; older children and adults, good.

# PX POST EXCHANGE

Dear Editor:

For some time I have been wanting to put on paper just how I feel about the *National Parent-Teacher*, and your new column (PX) gives me more of an excuse to do so. I couldn't be chairman of parent education and preschool service in the Illinois Congress if I did not have the help of our magazine. It has come to be such a vital part of parent education that I never speak before any P.T.A. group, large or small, without a copy of it to show and talk about.

I have been reading the *National Parent-Teacher* for about fourteen years, and in that time it has continued to improve and become more and more interesting and usable. I believe this is due to the attitude of the editors, who welcome suggestions and constructive criticism from subscribers.

I have read dozens of books on child psychology, child development, and family relationships. Most of them are excellent, written by authorities, but much of the material repeats information that will be found in other books, which are also good. I have found that the *National Parent-Teacher* is so carefully planned that oftentimes I am able to get as much scientific information from one article in it as I have obtained from an entire book. The editors have the ability to get authorities to put the "meat" of their findings in one article. That is why I never miss a word of any issue of the magazine.

I am also convinced that the *National Parent-Teacher* is so well planned, with a balancing of material about all ages of children and youth, that if a person reads it and digests the material in it over a period of five years that person will have a fairly well-rounded store of information about children. This takes much vision and foresight.

The only thing I regret is that the *National Parent-Teacher* is not the force for molding public opinion that it could be because we do not have enough subscribers and readers. In my opinion we will never have the circulation we need until the magazine is put on the newsstands, along with other outstanding publications in the field. I urge the National Congress to make the *National Parent-Teacher* more easily available to members and to citizens in general by arranging for it to be displayed and sold with other publications in public places.

Cobden, Illinois

MRS. MELVIN C. LOCKARD

Dear Editor:

It was with a feeling of relief that one could read your note at the end of the article "The Pentagon Plans Your Boy's Future." It would indeed be an odd climax for the work of our P.T.A. to spend time building characters and then allow all our boys to begin to train as killers at the age of eighteen. We must not adopt a policy of dictator countries, for a democracy can only live so long as there is freedom from permanent peacetime conscription. . . .

Evansville, Indiana

MRS. RUTH STAHL

Dear Editor:

Personally I think there is no better magazine for any person concerned with children. The *National Parent-Teacher* has come to me for eighteen years while my own children were growing up, and now I find many fine articles for a grandmother. . . .

Mantua, New Jersey

MRS. A. H. LAMBORNE